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SOCIAL EDUCATION IN CENTRAL PROVINCES AND BERAR*

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1. Introductory

Prior to the introduction of the Social Education Scheme in the Central Provinces and Berar, Adult Education, as it was then understood, was confined to 31 adult classes which were attached to District Council Schools. Each adult class used to get an annual Government grant of Rs. 40 of which Rs. 85 were paid to the teacher as remuneration, and the balance of Rs. 5 was to be spent on contingencies. There was no prescribed syllabus and the teaching was confined to instruction of a formal nature confined to reading and writing and some general knowledge. For the further education of the adults, an effort was made to establish village public and circulating libraries, but the number did not rise to more than 135. There were no properly organized social services. However, groups of students from high schools and colleges were undertaking social service in the neighbourhood of their institutions.

2 From Adult Education to Social Education.

The pace of development was slow. After Independence, there was a new urge. As Hon'ble Pandit D. P. Mishra put it, "Every ignorant and illiterate person was a danger in a dynamic and democratic society". Large scale mea-

sures were, therefore, necessary to combat illiteracy within a reasonable time. A scheme of Social Education was then prepared as an important part of the programme of Post-War-Reconstruction. The old concept of Adult Education was enlarged into Social Education. As a matter of fact, it had by that time become evident to all educationists that adult education was incomplete without education for citizenship, enlightenment and good living. This fuller concept of Adult Education, which meant training men to live usefully and effectively in a good State, was in substance education for democracy, and deserved the name "Social Education".

3. Objectives

Social Education properly conceived has two important aspects, viz.

(i) Education for citizenship or social education.

(ii) Education for enlightenment and living.

The objectives of social education may be stated thus :—

(a) to acquaint the people with the everchanging currents in the social, economic and political life, and to instil in them a faith in themselves and in the future of the country ;

(b) to inspire them to take a living interest in the affairs of the State and

* A report read at the All India Educational Conference, Mysore, Dec. 1948.

its programme of development, and in the many problems of social reconstruction ;

(c) to make them understand the significance of the period of transition and its dangers, and to train them to organise and to combat anti-social activities;

(d) to teach them to live happily in peace with other neighbours, and to unite against elements which tend to disintegrate social life ;

(e) to educate them to live a healthy life ; to keep homes and surroundings clean, and to make social life useful and enjoyable ;

(f) to train them to organise the economic and social life on a co-operative basis and to instil in them in a practical way their responsibilities for social and national security ; and

(g) to organise campaigns to eradicate illiteracy among the masses, as expeditiously as possible.

4. Organisation and Administration

It is not possible to state here all the details of the social education scheme launched by Government of Central Provinces and Berar. Copies of the scheme can be secured from the Director of Public Instruction, Central Provinces and Berar, Nagpur. The Hon'ble Minister for Development is in charge of Social Education, but the administration and implementation of the scheme is entrusted to the Education Department.

(b) There is a Provincial Advisory Board of Social Education. It has to advise Government on all matters of planning and campaigning of Social Education. This is called the Direction Centre. There are two permanent expert committees, one for "Education for Citizenship", and another for "Education for Enlightenment". These committees advise the Provincial Board in matters relating to general policy, and the Education Department in matters of its implementation. They are styled as the Nerve Centre. The administrative centre consists of two sections ; one devoted to general administrative problems concerned with the programme of education and creation

and provision of materials necessary for it, and the other deals with matters relating to educational publicity, propaganda, oral and visual education. The creative centre consists of a section for production of literature and an art and statistical section. In due course, a section for production of films, will be established under the creative centre.

(c) There are three executive centres viz , the Provincial, the Divisional and the District Centres. The Provincial Centre will have four mobile units each in charge of a trained Field Worker. The Field Workers have been appointed and one mobile unit has been supplied to them. Three more units will be supplied to them in due course. The mobile unit has a bus fitted with a projector, a generator, an epidiascope, public address system, etc. It is being sent for operation in the field in the areas where it is most needed. The Divisional Centres at the four Divisional Headquarters are to be in charge of Divisional Organisers. These have not yet been appointed, and action is under consideration. Each Divisional Centre will establish community homes for culture, run circulating libraries, open museums and art galleries for Social Education. Such Divisional Centres will also form dramatic clubs, Bhajan and Kirtan Mandals and organise sports and other types of recreational activities of educative value.

(d) The District Centres are the backbone of the Social Education Scheme in as much as they are actually carrying out the programme evolved at the Provincial Centre. The Central Provinces and Berar are divided into 8 divisions for the purpose of educational administration. Each division is under the charge of a Divisional Superintendent of Education who in addition to his normal duties also supervises the Social Education work in his division.

(ii) Each district is in charge of a District Inspector of Schools who is assisted by 5 to 7 Assistant District Inspectors according to the requirement of his district. With the addition of Social Education work the District Inspectorate has been strengthened by

adding one Additional District Inspector of Schools and two Assistant District Inspectors of Schools to each district. Though the Additional District Inspector of Schools is mainly in charge of carrying out Social Education work in his district, the whole inspectorate of the district works as one unit, and is as such, responsible for the progress and success of the scheme. The additional strength given to the district inspectorate consists of 22 Additional District Inspectors of Schools and 44 Assistant District Inspectors of Schools. Each district is to be provided with one bus fitted with projectors, epidiscopes and other instruments of audio visual education.

5. Launching of the Scheme

(i) The scheme was launched in the early part of this year by constituting the Provincial Advisory Board and the committees for education for enlightenment and for citizenship. These committees met in February 1948, and examined the scheme of Social Education, and approved a syllabus for the first stage of Social Education. The recommendations of the committees were then placed before the Provincial Advisory Board, which met in March 1948.

(ii) Amongst the many important recommendations made by these committees, only a few can be recorded here. They are

(a) that for the purpose of the scheme a person between the ages of 14 to 40 whose educational qualifications were not equal to the Primary Certificate Examination standard, was to be regarded as an illiterate ;

(b) that it was advisable to conscript teachers, students and Government servants for the work of Social Education ;

(c) that it was necessary to organise voluntary agencies ; and

(d) that it was very necessary to produce literature for adults.

6. Start of the Campaign

In consultation with the two expert committees, it was decided to take

advantage of the summer vacation of 1948 by making a plan for organising summer camps of volunteers at three or four villages in each of the 96 tahsils comprised within the 22 districts of Central Provinces and Berar. An appeal to teachers and students of educational institutions, to mobilise for war against ignorance and to make the country safe through education, was issued by the Hon'ble Pandit Mishra. In response to his appeal, 13,323 volunteers offered their services. Of this number, 7,377 volunteers including 1,901 women were utilized for 451 camps opened throughout the province.

7. Location of the camps

These camps were organized at 22 district headquarter towns, 74 tahsil towns and 355 selected villages. The travelling expenses of the volunteers to the respective camps and the expenses of their board and lodging, were borne by Government. Every volunteer was given third class railway fare, or actual bus fare. Arrangements for lodging were made in school buildings. A common mess was opened for the volunteers in every camp. The estimate of expenses per volunteer for mess was Re. 1 8 0 per day.

8. Training of Volunteers

As the camps were to start on 1-5-1948, when the summer vacation of schools and colleges began, there was hardly any time for organizing regular training courses for such large numbers of volunteers. A "Guide to Summer Camps", and a pamphlet styled "How to treat and teach adult illiterates" was, however, prepared. These provided elementary instructions for social education work in the villages. These were supplemented by further training in camps. A group of 10 to 15 volunteers was sent to each camp. They worked under the direction of an organiser, who was an experienced, fully trained teacher.

The organiser was to conduct seminars every day to plan for the day's work, and to impart training on the spot for its efficient execution. Every group of volunteers also included some

teacher-students of the Normal Schools, the Diploma Training Institutes and the Training College. With their help, an untrained student volunteer could equip himself with the technique necessary for imparting social education to the adult illiterates.

9. Duration of the Camps

The camps lasted for 5 to 6 weeks i.e. till middle of June 1948. As the monsoon started in the first week of June, it was not possible to plan camps of longer duration.

10. Attendance of Adults

(a) The District Inspector of Schools and his assistants had, with the help of the leading persons in the villages, formed Social Education Committees, in the villages where camps were proposed to be opened. The volunteers also took Prabhat Pheries in the villages. There was an enthusiastic response from the villagers. The adults attending the classes had to be arranged in separate groups. There was the group of adults who had attended school in their childhood for one or two years and had then left it. They had by that time almost relapsed into illiteracy. There was another group, who had just a rudimentary knowledge of alphabet but knew nothing more, and there was the group of completely illiterate and ignorant persons. These groups had to be tackled in different ways. The persons who could read and write a little were grouped for intensive and quick work. Those who were completely illiterate had to be taken up slowly in a separate class.

(b) In the 451 places where camps were functioning, 4,838 classes, of which 1,673 were for women adults, were conducted. The total enrolment of adult illiterates in these classes was 1,17,063 (78,476 men and 38,587 women).

11. Intensive work

As the volunteers camped in the villages chosen, they could do intensive work. Groups of adult illiterates could be followed outside the regular class hours also. Some volunteers went from house to house to teach the adults. For the women adult illiterates, the women

volunteers had to hold classes in the noon, as they were reluctant to come to the regular night class in the school compound.

12. Adult Education Certificate Examination

It was largely due to the intensive efforts of the volunteers that 51,045 men and 25,356 women offered themselves for the examination held at the close of the camps. These examinations were conducted by District Inspectors, and their Assistants and by Headmasters of High Schools. The results showed that 41,274 men and 20,924 women were successful at the examination.

13. Expenditure

The expenditure incurred on these camps was Rs. 3,24,542. Major items of expenditure were mess charges, lighting, kerosene, books, slates, travelling allowance and contingencies.

14. Follow-up work for those who passed the examination

With a view to prevent the adult illiterates who had passed the examination, from relapsing into illiteracy, and in order to keep the ideas imparted by social education alive in their minds, a programme of follow-up work was chalked out. Organisers of each camp explained the follow-up work to the social education committee of the village. The literate amongst the villagers were to write wall news and to conduct reading clubs. Every adult was expected to write at least one post card a month. At the time of festivals, bhajan, kirtans and sports were to be arranged to keep the group together, and to keep their interest alive in the education acquired by them. Reports indicate that such follow-up work is not being neglected in the villages where camps were opened.

15. Continuation and Expansion plan

(a) The original scheme was outlined with caution with the apprehension that there might not be good response from adult illiterates. The experience of the summer camps, however, showed that

there was a big response from adult illiterates, both men and women. The tide of enthusiasm had to be immediately harnessed. It was, therefore, decided to increase the departmental activities for the spread of social education. A year of departmental activities was divided into three periods as under :

(i) Monsoon course—From 1st July to 30th November.

(ii) Winter course—From 1st December to 30th April.

(iii) Summer course—From 1st May to 15th June.

(b) Those who failed to pass the examination at the close of the summer camps, in 1948, were admitted to the monsoon course. The monsoon courses could not, however, be conducted at all places, as the sanction for the additional funds came late. On the Dasher Day, however, 3500 monsoon course classes were opened. The attendance of adult illiterates at these monsoon classes is near about 60,000. Figures have not yet been compiled and may perhaps reveal a larger attendance. The examinations were held in the first fortnight of December. Reports of the examinations are reaching, and will soon be compiled.

16. The Winter Course

The target for the winter course is to open social education classes at each of the 5,000 villages where there are schools of some sort. Under the expansion plan, remuneration of Rs. 5 p. m. for each of the two full term courses of five months, and reward of Rs. 2 per male and Rs. 5 per female illiterate who passes the examination, are to be given to every teacher who conducts a class of 20 adult illiterates with an average attendance of 15. There are 15,000 teachers in Central Provinces and Berar. It is expected that a majority of them will undertake the work. Sufficient finances have now been provided for this purpose.

17. Proposals for work in future years

A five year plan for the abolition of illiteracy is under the consideration of Government. Amongst other things, this plan provides for the establishment

of circulating libraries for follow-up of social education work at each village having a school. A plan for these libraries has already been submitted to Government. It includes provision of grants to existing libraries for opening reading rooms for the adults who have received social education.

18. Radios for Rural Areas

Government have sanctioned the purchase of 1,000 radios for being allotted to villages. Arrangements for their purchase are nearly complete, and by the beginning of the year 1949, these will be installed in villages. A committee of experts has drawn up a plan for the maintenance and servicing of these radios. Arrangements for broadcasts suited for rural areas are to be made in consultation with All India Radio, Nagpur.

19. Production of Literature

(i) The section for production of literature has begun publishing a fortnightly journal named "Prakash" from the 2nd October 1948. It is issued in Hindi and Marathi, the two languages of the province. The section is planning publication of booklets for social education, and they will become available within a couple of months.

(ii) In response to the appeal to literary societies and literary men and women of the country issued by the Hon'ble Pandit D. P. Mishra calling upon them to produce literature for Social Education, several books and pamphlets have been received for consideration. The section for production of literature has scrutinised these pamphlets and has recommended for publication and patronage such of them as were found suitable.

20. Art, Publicity and Statistics Section

The Chief Artist and the Assistant Artist prepare illustration for the fortnightly magazine 'Prakash' and for the pamphlets. They have also produced several posters for propaganda. The Publicity Section provided many news items and kept in touch with the press and public opinion. The Statistician who has been recently appointed is

preparing pamphlets and bulletins on statistical information about the work Social Education.

21. Supply of Material

Securing of supplies of slates, books, lamps and kerosene-oil for the adult classes is still presenting difficulties. Supply of kerosene has now been arranged by obtaining an independent quota for social education classes. Arrangements have also been made to meet the demand of slates by placing orders with the big manufacturers.

22. Audio-Visual Education

The scheme contemplates providing a specially built motor van for each district. This van is to be fitted with a 16 mm. projector, an epidiascope, a gramophone, a radio, a film strip projector and a complete public address system. 20 chassis have already been purchased and a pilot model has been constructed. Each district is expected to get its van within the next 3 months. Production of films has not, however, been taken up. It is proposed to meet the initial requirements by purchasing such educational films as are available.

23. Expansion of Agencies

Hardly nine months have elapsed since the scheme of social education was started in Central Provinces and Berar. It is too early yet, to assess its results. The first year's activities were more in the direction of setting up the administrative machinery. Framing rules and instructions, providing checks and controls and training of the personnel took considerable time. A training course for the administrative officers was

recently held at Nagpur. The District Inspectors of Schools, and the Additional District Inspectors of Schools, are now holding training courses for their subordinate staff and for the social education workers. In addition to the part time workers, who are given remuneration of Rs. 5 p.m., Government have also sanctioned payment of Rs. 10 p.m., as honorarium to 1,000 teachers in Panchayat towns who will undertake the work of education for citizenship. Such teachers have now begun work. Government have also sanctioned employment of 1,000 whole time social education workers, on a salary of Rs. 30 plus Rs. 28 compensatory Cost of Living Allowance per month for work in the villages. These are yet to be selected and appointed. The work will go ahead with greater speed with their help.

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A GOOD EXAMPLE

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ELEMENTARY EDUCATION IN OUR PROVINCE

T. BHIMASENA RAO, B.A., B.ED.

Secretary, Board High School Teachers' Association, Kalyandrug

Replying an interpellation in the Madras Legislative Assembly Session in November 1948 the Honourable Minister for Education said that it was not the intention of Government that ultimately the Government alone should be in charge of educational institutions and that private agencies such as District Boards and other institutions should be eliminated. Obviously he means that the Government are unwilling to take over the management of Elementary Education. The result is that Elementary Education still continues to be under the control of Local Bodies and Aided Agencies. It can be fairly said and proved with facts and figures that so long as dual control continues, progress in elementary education will be disappointing. This I can boldly say with the experience I have gained since 1931 when I first became an elementary school master soon after I took my B.A. Degree.

It is not my concern here to go into the details regarding the causes of slow progress in the expansion of elementary education. I will rather confine myself to the spread of elementary education from 1920 and show under local bodies it has not made any substantial progress and I am one of those who advocate that elementary education should be the sole concern of the State.

Ever since the passing of the Elementary Education Act of 1920, education became a transferred subject. Local Bodies were asked to shoulder the responsibility of elementary education. Even then the Government did not keep quiet. A good number of measures were taken by the Madras Government to eradicate illiteracy, but they did not yield the desired effect. The Elementary Education Act was amended a number of times and when the scheme was put into force practical difficulties arose and the results were far from

satisfactory. In the year 1933 the then Divisional Boards (Taluk Boards) were abolished and Taluk Boards were in charge of elementary education. This experiment was a lamentable failure. Taluk Boards were abolished after one year, and elementary education came under the management of the District Boards. The Government was not satisfied with the progress of Elementary Education. So the then Madras Government (1937) published a scheme outlining its policy in regard to the future development in the province. It dealt comprehensively with all phases and stages of Education. The Congress Legislature party under the leadership of Rajaji, referred the question of Elementary Education to two Sub-Committees namely Elementary Education Sub-Committee and Local Boards Reforms Committee. Both the Committees, after careful deliberation, recommended to the Govt. that Elementary Education should be taken over by the Govt. Immediately the Directors of Public Instruction of the various provinces were asked to meet at Delhi; they were also in favour of taking over the managements of Elementary Education by the Govt. When this information reached the ears of Elementary Schoolmasters, their joy knew no bounds and they eagerly awaited the decision of the Government on the matter. But alas! They were disappointed. The news that the Government dropped the question came like a bolt from the blue. It was at that time that the District Boards were deprived of their power over Public Health and Transport and so the District Boards protested against the Government more as they were unwilling to part with the power over an ocean of teachers and some District Boards in their thirst for power went on to the extent of requesting the Government to abolish Local Bodies in case the management of Elementary Education

was taken over by the Government. The Congress Ministry could not but yield to popular request.

In 1939 when Sri C. J. Varkey was the Minister of Education, he effected some changes. The District Educational Councils who were authorised to pay grants to Aided Elementary Schools were abolished and were substituted by Taluk Advisory Committees. These Committees also proved a lamentable failure. A number of defects, irregularities, delay in payment of salaries, frequent transfers without T.A. etc. were brought to the notice of the Government who were kind enough to interfere at every stage and enforce stringent measures for the smooth and efficient working of the Elementary Education scheme. Thanks to the efforts of the Government the masters feel that they are now somewhat better. Even now the teacher's position is a miserable one.

Be that as it may, no satisfactory progress has been achieved in the field of Elementary Education though vast sums of money have been spent from year to year. So long as there is dual control one cannot hope that Elementary Education will improve. In a free India, it would go a long way if the state accepts the responsibility of Elementary Education and leave the Secondary Education to Local Bodies and Aided Agencies. Resolutions have been passed to this effect in a number of Educational Conferences and recently i.e., in 1945 the All India Educational Conference which was held at Madras under the

distinguished presidency of Sir C. P. Ramaswami Iyer adopted a resolution requesting the Government to take over the management of Education and the suggestion of such a great professional body which represents the rank and file of all the educationists of India cannot be ignored. In this connection we have to bear in mind one of the directive principles of state policy laid down in the draft constitution of India for the provision of Primary Education which reads that every citizen is entitled to free primary education and the state shall endeavour to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years. Of course this is an uphill task. India is faced with many difficulties. It is largely a land of villages, many with a population below 500, communications are few; and climate, disease and grinding poverty present further difficulties. Yet the State should not hesitate to take over the management of Elementary Education. Finance should not come in its way.

It is high time that the Central Government gave directive to all the Provinces and States to take over the management of Elementary Education and chalk out a plan on all-India basis, so that there may be uniformity. In fine, I wish to say that this is one of the remedial measures to improve Elementary Education.

(This is the first of the series of this kind. Other articles will follow.)

S. I. T. U. PROPAGANDA

The honorary publicity officer of the S. I. T. U. Protection Fund, Ltd., Sri C. Ranganatha Aiyengar, addressed the following Teachers' Associations in the month of February 1949, on the Protection Fund scheme as a form of social security for teachers :—

1. The North Arcot District Teachers' Guild Conference at Polur.
2. The North Madras Elementary School Teachers' Association, Korukkupet Centre at the Corporation Boys' School, Sanjeevirayanpet.
3. The Teachers' Association, Board High School, Poonamalle.

Mr. V. B. Murthy, Secretary of the Protection Fund also talked to the teachers at the Poonamalle meeting.

LIBRARY CONDITIONS IN INDIA*

S. R. RANGANATHAN, M.A., D.LITT., L.T., F.L.A.

Let me first offer you and the British people the gratefulness of the Indian people and myself for the sympathy expressed through the Chairman for the irreparable loss sustained by us by the untimely loss of two illustrious sons of India—Mahatma Gandhi and Muhamad Ali Jinna, who are the fathers of India and Pakistan. Let me also congratulate the British nation on the good luck which usually falls to its usual share at the right moment. Its good luck this time was that it sent Lord Mountbatten as the last British Governor-General to India. By their unusual human qualities which included sociability, sympathy and absence of high-brow or conventional coldness and rigidity, they have so healed all the sense of bitterness engendered in the past that there is not much talk about stepping out of the great Commonwealth to which we both belong along with other sister nations.

Unlike what happened elsewhere, library movement is developing in India from top to bottom—so to speak. It is university and research libraries that were first developed. We have about twenty of them and a few of them are second to none in quality though not in quantity.

Speaking of the public library, we owe its beginning in India to the late ruler of Baroda. While wandering in America, he was so immensely impressed by the public library system of the United States that he brought an American librarian back with him and established a state-wide library system in Baroda by executive order. It has so developed that books are now within easy reach of about 85% of the people.

In the other parts of India, the library movement met with apathy and even obstruction. The apathy was due to the fact that the Indian community was only just awakening after its

centuries of sleep and exhaustion. The obstruction came from the authority. As early as 1930, the Indian renaissance began to throw out its first rays and the Library Service Section of the First All Asia Educational Conference which met in Benares approved and commended to the governments of the land a Model Library Act framed by me.

A few years later, we members of the Madras Library Association persuaded one of us—Mr. Basheer Ahmed, not a librarian though—who was a member of the Madras Legislature, to introduce a library bill. It was introduced and taken to the end of the select committee stage with great enthusiasm as the majority of the local bodies had expressed their willingness—nay, eagerness—to work the library act. But at the final stage in the legislature, the bill was obstructed with all vehemence by the Government. One of its spokesmen, a member of the Indian Civil Service, made a fantastic demand. If the bill became an act, the Department of Local Self-government of the Government would be obliged to do additional correspondence with the local bodies on library matters. This would mean extra cost for the Government. The Government will not therefore allow the bill to become an act unless a section was introduced making it obligatory for all the local bodies to contribute to the Government Treasury the sum necessary to meet the cost of stationery, postage and personnel necessary! The Madras Library Association did not want to set up a precedent in the library world and thought it wise not to take the bill further under such fantastic conditions.

We had to wait till we got our independence last year to take up library development ourselves. Last year, Madras got for its Education Minister a young man who had, like most of our

* Speech delivered at the Reception by the Public Library Committee, Manchester.

ministers, spent many years behind prison bars. Mr. Avinasa Lingam Chettiar, the Minister for Education, who had experienced a good library service both as a student and as a patriot behind prison bars, had always shown interest in library provision for the people. Shortly after he became Minister, our conversation naturally turned on the fulfilment of his long cherished library desires and he readily accepted the library bill which I had ready in hand. I am glad to say that it has now become law—the first Library Act in India.

The act creates a Department of Library Science with a Director at its head. The Director of Libraries and the Director of Education will be like the two hands of the Minister of Education and they will maintain the educational system of the State—formal and informal—as a broad highway along which every citizen can travel with profit and pleasure from his childhood on to his old age. Similar library bills are being drafted for other constituent states.

The act makes the Borough Council of all cities with a population of 50,000 or more a Library Authority. There is provision for Library Committees and for branch libraries for every 25,000 of people. All other urban areas are obliged to come for library purposes under the county councils within whose area they lie. The councils will maintain a branch library in each town, i.e. places whose population lies between 5,000 and 50,000. They will maintain travelling libraries, to serve the villages and hamlets. The Act also provides for a state central library with copyright privileges, to act as a reservoir and agency for inter-library loans. The money is to be got partly by local rates and partly by State grant.

India and Pakistan taken together will ultimately—say, by 1980—have 154 city library systems; 321 rural

library systems and about two dozen state central libraries, manned by about 120,000 members of the library profession. The 80,000 villages and the 600,000 hamlets will be served once a fortnight by about 14,000 travelling libraries each carrying an assorted collection of 2,000 books, with trained librarians to help readers.

The National Central library will be established by the Union Government at Delhi. It will have All-India copyright privileges; it will have a bureau of bibliography; it will be the agency for co-operative or centralised classification and cataloguing. Our coming into the library field nearly a hundred years after you gives us an advantage which we want to turn to good account. You have grown casually and developed many wasteful traditions. Imagine, for example, a thousand of your libraries wasting their staff-time in classifying and cataloguing a thousand copies of the self-same book at the self-same time. Our intention is to keep ahead of you in this and other matters. We propose to have all books classified and catalogued even when they are at the pre-natal stage. Forme-proofs will be used by the National Central Library to classify and catalogue. Each book will be released by the publisher with the Call Number—shall I say, the Colon Number—printed at the back of the title page and tooled on the spine. Further every copy of the book taken by a library will carry within it the necessary number of printed unit catalogue cards. The staff released from the repetitive work in the various libraries will be turned on to the most essential work of reference service, of establishing contact between the right reader and the right book, with personal discrimination, of promoting, shall I say, a happy marriage between the books and the humans.

THE LATE SRI A. SUNDARESA AIYER

K. KRISHNA AIYER, TUTICORIN

Sri A. Sundaresa Aiyer, M.A., L.T., History Assistant, Caldwell High School, Tuticorin, was born at Varahoor in the Tanjore District on 12-8-1898. He had his education from the primary to the Intermediate course in the Tanjore District having been successively at Tanjore for primary standards, at Tiruvadi for the secondary school course from where he matriculated in 1909 and in Kumbakonam for Intermediate education. He passed his B.A. (Hons.) from the St. Joseph's College, Trichinopoly. He was immediately engaged as a teacher in the Caldwell High School, Tuticorin, and was deputed for L. T. training at Saidapet, which he completed in 1917. After training he went back to the same school, which he had the unique distinction of serving faithfully for a continuous period of thirty-two years - a record which few teachers of his day could boast of. He died on 23rd February 1949, leaving behind him his wife, two sons and two daughters.

The Tinnevely District Teachers' Guild might be said to have been founded by him. He was connected with all the important educational and other social activities of the Tinnevely District and was the District Representative of the South India Teachers' Union Executive Board, and the Board of Management of the S. I. T. U. Protection Fund. Apart From these he was a member of the standing committee of Education in the Tinnevely District Board and a member of the Municipal Council of Tuticorin. He took keen interest and actively participated in such movements as Rural Reconstruction, Adult Education, and Harijan Welfare. He was the whip and leader of the Congress Party in the Municipal Council. He was also Honorary Bench Magistrate. A good orator, vast reader, and research scholar he was a true citizen and a model teacher. He worked for the cause of the teaching profession till his death. May his soul rest in peace !

PRESS NOTES AND ORDERS OF THE GOVERNMENT OF MADRAS

Religious Teaching in Schools

An amendment to the Madras Educational Rules published by the Government on December 1st states that "where the religious instruction given in an institution is in a faith other than that to which a pupil belongs, the pupil shall not be permitted to attend

the religious instruction class unless his parent or guardian specifically demands in writing that he should be permitted to do so."

The amendment will substitute the existing condition (1) under rule 9-A of the Madras Education Rules.

GLEANINGS

Many of our children are intolerant and prejudiced, especially towards those of other racial backgrounds. How can we best develop in them tolerance and understanding?

An individual acquires attitudes of tolerance and intolerance not by conscious choice but through absorption in countless experiences in and out of school—from remarks made by adults; from impressions of people gained from stories, movies, and cartoons, from observation of treatment accorded certain people in the stores and on the streets. Undesirable attitudes cannot therefore be eliminated by a direct attack on them, by telling children they are wrong or by making any other verbal attack on them. Nor can positive attitudes be built by verbal preaching alone. A direct attack usually threatens the child, strengthens his defences, and thereby reinforces the attitude.

Proper indirect methods can be chosen, provided teachers are aware of the complex of factors which produce and change social attitudes in general, and attitudes towards race in particular. Teachers must also bear in mind that attitudes do not change easily—by some one single learning experience or even by a single variety of learning experiences.

Social attitudes are formed by several ingredients. One of these is knowledge and familiarity, particularly with the ways of life, special customs and behaviours of the people who are different from us. More and better information about people of different races and religions should, therefore, be supplied from the early years on. We need to watch for misinformation in our text books and to supplement any lack of information in order to produce a greater familiarity with—and therefore a greater “at-homeness” with—differences in human beings. These descriptions of differences should be tied up with some common human characteristics, a common human quality in all peoples. Thus in music lessons it

could be brought out that all mothers love their children and sing lullabies to them but that the lullabies differ according to the background. All people pray to God and express thanks, but they may use different ceremonies, prayers and songs. In every subject in school there are opportunities for pointing out these similarities, and the varied forms they take.

Another ingredient of social attitudes is feeling, or sensitivity. To the extent that children acquire a cosmopolitan sensitivity, can identify themselves with increasingly varied types of human beings, their values, motives, and behaviours; to that extent they will be immune to prejudice and intolerance and capable of tolerant attitudes. Often this sensitizing involves eliminating previously acquired negative attitudes at the same time. A strong, unpleasant experience, with a member of another race, or a reinforcing series of less strong experiences, tends to create feelings of fear, of rejection, or of superiority towards the whole race or even to anyone who is different in any respect. For example, if one Jewish merchant cheats someone, he is inclined to feel that all Jews cheat.

These experiences are emotional and require other emotional experiences of opposite effect to replace them. Intellectual information and arguments are important, but they are not enough. Contacts with members of groups towards whom prejudice is held are helpful. Care must be taken that these “examples” possess characteristics which the children admire. These contacts can be promoted through sharing activities with children from other groups, visiting in community neighbourhoods differing from the children's own neighbourhood, or inviting representatives of other racial or religious groups to school to present something interesting, in which they are fully informed and competent.

The greatest and most accessible source for developing understanding lies

in stories which present the kinds of people towards whom there is prejudice in a favourable and humanly warm light, so that children can identify themselves with these characters—their joys and sorrows, their problems, and their thoughts. Stories of the lives of the best representatives of other groups can also be helpful.

Many of our prejudices and intolerances stem from derogatory stereotypes current in our literature, newspapers, adult expressions at home and on streets. In each country rather commonly used derogatory epithets are applied to certain groups of people. These express the stereotypes or frozen group pictures about these people. They not only create negative attitudes but they also are applied to all individuals in that group irrespective of their personal differences.

Teachers need to help children analyse these stereotypes wherever they occur. For source materials or examples, the expressions of children themselves can be used. Stories, cartoons, and pictures using such stereotypes are a good source to point out the illogical nature of these stereotypes which are applied to some less rejected groups common in children's experience, such as a teacher, a policeman, a State official. Children can thus be helped to see how much each individual varies from any general fixed type. They can gradually learn to look for evidence before making judgments about all kinds of people, including those whom they reject for the time being themselves.

In many places the most modern, authoritative material on race should be used in the schools, particularly in biology classes. Such data should be introduced naturally in the course of the regular work, rather than as a "special topic" so as to avoid the implication of propagandising.

Finally, teachers need to analyse and to watch their own behaviour towards children. Derogatory attitudes may easily be conveyed through a slip of the tongue, a shrug of the shoulder, or a tone of voice when commenting on people and their behaviour. Further-

more, maintaining a humane and democratic spirit in the classroom is very important. Secure children need less to hate or to look down on someone else. In a humane, participating, and sharing atmosphere the children can learn and practice the skills in democratic human relations with which to combat intolerance and to implement tolerance.

Nearly all our children are eager for further education, but there are a few who see no reason for returning to school. How can we persuade them of the value of school?

One of the complaints of older boys and girls, expressed, or unexpressed but nevertheless existent, is their resentment over associating with younger boys and girls—"kids" as they call them. These older adolescents have achieved their independence much earlier than in peace time, and they are anxious to convince themselves of their adult status by rejecting completely their younger colleagues.

Obviously these boys and girls need separate classes, often night classes, where they can carry on their education in groups of their own age and/or social maturity. Where such classes cannot be staffed by regular teachers, an older person in the community often can be found to devote one or two nights a week to such young people. Quite often the value of learning can be enhanced with such boys and girls if a successful business man or a respected farmer can be found who will teach such a class. In this way they are helped to disassociate learning from their former school associations, and consequently it takes on a new respectability in their eyes.

Another facet of this problem was outlined by the Conference of Allied Ministers of Education in London in 1945 when they wrote:—

"A grave problem for the future is set by the negative attitude adopted by many young people towards education; 'What does it give us?' they are asking and 'Is all the hard work at school and college worth it?' They have before their eyes the discouraging

example of their teachers, educated and highly qualified people whose present salaries are quite insufficient to cover even the bare cost of keeping alive, without eking it out by private lessons and manual work: years of strenuous effort lead to a life of misery—producing, as children see it, no results. From this they draw the logical conclusion that education is an expensive superfluity.”

They have, of course, identified one of the gravest problems of education in every country—the economic status of the teacher. And their argument is one which is hard to meet. It is a problem with which national governments are wrestling and will continue to wrestle. In the meantime the only valid points which the teacher can assemble are those of the value of learning for cultural reasons and for the fuller enjoyment of life. The teacher's attitude towards living and towards education and the silent witness he or she makes by continuing to teach despite these difficulties may eventually carry weight with some of these present critics.

In some instances the schools are confronted with a new competitor—the lure of economic profit and the sense of importance, usefulness and manliness arising from a job—whether it is a full time, regular job, a black-market operation, or begging.

This will probably force many schools to re-examine the purposes of education in relation to vocational guidance and pre-vocational training. There is much to be considered in determining whether the schools should not place some emphasis in the later years on this aspect of education and thereby appeal to the youth to remain in school, as well as giving him a more realistic school.

The question of the proper school leaving age arises here, too. Countries which have raised the school leaving age, like England and France, are seriously studying the changes in curriculum which will be necessary to deal with these older boys and girls, particularly as they relate to vocational education.

During the war years some countries used the radio and the public press to persuade young people to remain in school, and in order to buttress their campaign they issued statements on the values of education by outstanding national leaders and particularly leaders popular with young people. Although this method may not be duplicated on a national scale, there is much to be commended in the method of enlisting the support of non-educational persons in persuading boys and girls over whom they have an influence, of the value of a good education.

This problem is further complicated where a boy or girl is the chief or sole means of support in a family. To add several hours of schooling at night to an already long working day requires more energy and desire to learn than can be expected of most young people. There again, only the assistance of the government in providing economic assistance for the family can really begin to solve the problem. Where such help is not yet forthcoming, it may be better to encourage such a young person to join a youth group such as the Boy Scouts or Girl Guides, the Junior Red Cross, the Y.M.C.A. or Y.W.C.A., than to spend all his or her spare time confined within school walls.—(*The Teacher and the Postwar Child*).

Teaching is my choice.

Teaching gives me opportunities to roam through the galleries of history and to come in contact with the aspirations, struggles, and achievements of the past. I learn to appreciate the heritage of the ages.

Teaching keeps me in touch with the throbbing present with its lessons from the past and its implications for the future. It gives me perspective.

Teaching challenges me to inspire the growing personalities who look to me for guidance with the will to write new chapters in the story of human progress. My work has future values.

Teaching empowers me to help boys and girls to become responsible citizens of our free country. I participate in building the greatness of our republic.

Teaching brings me into partnership with fathers and mothers and all other people concerned with the growth and development of children. Schools help children to acquire the knowledge, skill, abilities, ideals, insights, attitudes, and creativeness needed for abundant living. The achievements of my pupils reward me.

Teaching makes it possible for me to share in the success of other services and enterprises which sustain and enrich life. They are all nourished and made effective by education. My work reaches all areas of human endeavour.

Teaching satisfies my urge to adventure in new fields of learning. It has unlimited possibilities for creative work, laboratory experiments, and pioneering activities. I can try my hand at invention.

Teaching enrolls me among the great immortals, known and unknown, who have envisioned the place of education in human history and laboured to make the fruits of learning available to all people. I can help today's children to get ready for the long pull ahead.

Teaching provides me with a thrilling and significant role in the drama of *constructing the defenses of peace in the minds of men*. Education has been given the chance to help promote world understanding thru Unesco. I can help to win the battles of peace.

Teaching offers me the prospect of accelerated improvements in professional standards, economic returns, social status, public esteem, and security. These developments will enhance the skill and nobility of the profession and enlarge the usefulness of schools. I can look forward to greater satisfactions, rewards, and avenues of service in teaching.—(*NEA Journal*, February 1948, page 112.)

Teacher, Know thyself.

And now, having done what I could to introduce the teacher to the layman, may I, greatly daring, attempt to introduce the teacher to himself? I

need say nothing here about academic qualifications and diplomas for training. You are secure in your knowledge of these things and at times have been heard to opine that they are not the most important things. The most important things are deeper and higher, though the others are essential as a preliminary.

Consider the two wise words that were inscribed on the door of the temple at Delphi countless hundreds of years ago. Know Thyself—advice even more necessary now than when first it was given. At a time when the world is in a sad and bewildering state of flux; when former standards, principles, culture and civilisation which for centuries seemed to be fixed, and safe, unquestioned, which we took for granted not only as a background but as a medium of which we were not vitally conscious, so much were they almost a part of ourselves—all these things are shifting and disintegrating even before our eyes. And as they took centuries to evolve, so is there nothing immediately ready to replace them. Now more than ever it is supremely necessary for him who has taken upon himself the guidance of the young, to examine himself—to see if he is worthy—as the old words have it. Most of all is it necessary for those of us who have known the old and sometimes have difficulty in realising the change—who have, it may be, lost some of the first enthusiasm of youth; before whose eyes the vision of the finest of all professions tends to become blurred so that we are in danger of merely earning our daily bread. We claim to make citizens. Are we really doing it? Are we actually preparing our children to face a world that is more difficult, more subtly dangerous, more deadly than the world we knew, or are we rearing “pagans in a creed outworn”, outworn it may be, before even we acquired it—and some of us did not realise that, because we shirked testing it against reality?

Here is the need as I see it. Our children need to be guided—not by precept but by example. Whatever

has changed and is changing in the world, one thing has not changed. Moral force is the one thing that can direct the world aright, in spite of all material, political and philosophical changes, whether they be individual, national or international—moral force founded on a true and practised religion. We can look to nothing else. You have heard this before. Does any one hope to find a new and entirely original solvent for our troubles? If so, we can only pity him. Yes! We have all heard the doctrine propounded. But if iteration and reiteration were ever required, they are required here. And this most emphatically is a creed that is not outworn. We can never be so modern in our interpretation of things that we can dispense with conscience. And is not this just the word with which we began? It is not for me here and now to offend you with a lesson on Etymology. The identity of the word conscience with the word Know Thyself is sufficiently obvious. But we must, each of us, have a conscience of our own—we must know ourselves before we can dare to show that way to others. And no other way can lead us to salvation. —(*Scottish Educational Journal*, 31-12-'48, page 762.)

The Teacher—the Leader not the follower of his Age.

It must be admitted that the teacher has in part been to blame for the low esteem in which he has been held and the consequent low remuneration and paltry equipment he has received. For with rare exceptions he has been slow to move with the times, let alone ahead of them as he should. "It is hardly an exaggeration," wrote Leach, "to say that the subjects and methods of education remained the same from the days of Quintilian to the days of Arnold, from the first century to the mid-nineteenth century of the Christian Era." Whitehead's judgment was even more severe.—

In the schools of antiquity philosophers aspired to impart wisdom, in modern colleges our humbler aim is to teach subjects. The drop from the

divine wisdom which was the goal of the ancients, to text-book knowledge of subjects, which is acknowledged by the moderns, marks an educational failure, sustained through the ages.

The reason for that failure, he asserted, was that—

Except at rare intervals of intellectual ferment, education in the past has been radically infected with inert ideas.

You will remember his definition of "inert ideas"; "ideas that are merely received into the mind without being utilised, or tested, or thrown into fresh combination."

The present is, I believe, one of those "rare intervals of intellectual ferment," and I am prepared to maintain that at no time in the history of organised education in Britain have the schools been less bowed down under the weight of inert ideas or more uplifted by dynamic ones than during the past half-century—especially this latter half of it. Yet so tremendous is the leeway we have to make up, and so terrific is the tug upon us of the backwash of the past, that we are still largely unprepared, even unready, to take up the challenge presented to us by the idea of equal opportunity for all.—(*Scottish Educational Journal*, 31-12-48, page 767.)

Qualities of Good Teacher

The essential qualities of the good schoolmaster and mistress are four. And I am going to present the qualities under four heads. The first of these qualities is the quality of learning. The second is the quality of enthusiasm. The third is the quality of affability or friendliness. And the fourth is the power of discipline. The last follows really from the other three automatically. But now let me look at these in turn.

Learning

By learning I do not mean mere knowledge. Learning connotes more than mere knowledge. It connotes more than mere scholarship. It connotes a mind in which the whole of human knowledge

(Continued on page 153)

EDUCATION IN THE MADRAS LEGISLATURE (FEB. 1949)

Endowments for Schools

On the subject of making endowments for schools Mr. T. S. Avinashilingam Chettiar, Minister for Education, laid on the table of the House the following proceedings of the Director of Public Instruction, dated July 20, 1948, in reply to a question asked by Mr. Abdul Hameed Khan, in the Madras Legislative Assembly.

"The following instructions are issued for the information and guidance of the inspecting officers at the time of submission of recognition applications and applications for the grant of permission to open new schools or higher forms in the existing middle schools.

"The amount of Rs. 50,000 which is ordinarily insisted for a high school at present is considered rather high and the Director is accordingly pleased to reduce it to Rs. 35,000 for a full fledged high school, i.e., Rs. 15,000 for middle school forms and Rs. 20,000 for the high school sections. The amount fixed should be insisted upon being provided proportionately with every form that is opened. This will mean three years for a middle school and four to six years for a high school.

"Old middle schools enjoying permanent recognition now wanting to be raised to the status of high schools should be distinguished from new high schools opened recently or about to be opened. In the case of old middle schools of the above type, only an aggregate of Rs. 20,000 need be insisted on, i.e., with the opening of each higher form the creation of Rs. 8,000 to be insisted in the first year and subsequent addition of Rs. 6,000 in each of the two succeeding years.

"In view of the orders in G.O. Ms. No. 2381, Education dated 5th Nov. 1947, communicated in Proceedings R C No. 868 D/147, dated 13th November 1947, no distinction need be made in the matter of endowments and the procedure indicated above may be followed in the case of mission schools also until further orders. The schools managed by charitable bodies under proper Trusts like the Pachaiyappa's or

Ramakrishna Mission may be left out for the time being.

"The schools which have lost their permanent recognition for one reason or other should be treated as new schools.

"As regards the nature of the endowment, ordinarily cash endowments should be insisted on but property can also be accepted provided the valuation of such property by the Revenue or other authorities concerned is not below the departmental level."

The Minister for Education stated that the Government had given no permission to exempt any institution. Trusts like the Pachaiyappa's and the Ramakrishna Mission had been mentioned in the proceedings of the Director of Public Instruction only as examples. These institutions had not applied for exemption and had not been granted exemption. The only question that was considered was whether when there was a Trust for running educational institutions, a separate deed should be executed for each institution under that Trust.

Training of Hindi Teachers

NO STIPENDS BEING PAID BY GOVERNMENT

The Education Minister Mr. T. S. Avinashilingam Chettiar, answered in the negative an interpellation put in the Legislative Assembly on 7th Feb. whether the Government were giving any stipends to those who were undergoing training for Hindustani teachers' work.

The Minister said that till recently, the institutions were not given any grants but on receipt of applications the Government had given half the net cost as grant now. He added that no further grants were necessary.

Begum Amiruddin asked that in view of the fact that Hindustani was to become the *lingua franca* of India what steps the Government were taking to see that a sufficient number of teachers were trained in Hindustani.

The Minister replied that applications were received for grants and orders had been passed that they should be given

half the net cost. The grant was applicable even in the current year.

Mr. Avinashilingam informed Mr. L. N. Gopalaswami that since the grant had been sanctioned part of it had been distributed, this year. He was speaking subject to correction.

Begum Amiruddin asked whether the Minister was aware the grants were not sufficient and whether it was not desirable to give greater concessions.

The Education Minister said that nobody would say that the grants were sufficient. But the Government could do only what was possible.

Mr. Nagappa enquired if Hindi or Hindustani was taught in the schools.

The Minister stated that Hindi or Hindustani was taught in both the scripts namely, the Devanagari and Urdu. When it was taught in the former script, it was called Hindi and the distinction depended on whether there was a greater or lesser admixture of Sanskrit, Persian or Arabic words. The question as to what should be the type of language and what percentage of Sanskrit or Persian or Arabic words should there be, depended on the growth of the language itself. On the question of script the Constituent Assembly should arrive at a decision. At present, both the scripts were taught in this Province.

Extract from Finance Minister's Budget Speech

EXTENSION OF BASIC EDUCATION

The policy of the Government in regard to elementary education is to extend basic education to the whole Province as early as possible and in view of this policy, they have decided that further extension of compulsory elementary education to new areas should be held in abeyance, until most of the existing schools have been converted into basic schools. The pace of conversion depends largely on the number of teachers trained in basic education available for being appointed to the new schools. The Government are, therefore, now concentrating on the conversion of as many of the existing Government training schools as possible

into basic training schools. Such schools conducted under private managements are also recognised by the Education department. There are now 18 basic training schools in this province and the budget for the next year provides for the opening of 17 new basic training schools and the expansion of two of the existing ones. A sum of Rs. 1 lakh has also been provided for the acquisition or lease of lands with irrigation facilities to be used as farms attached to basic training schools. A sum of Rs. 12 lakhs has been provided for the construction of buildings for basic schools and Rs. 2 lakhs for the purchase of equipment. The total provision made for basic education including buildings in the revised estimate for 1948-49 and the budget estimate for 1949-50 is Rs. 17 lakhs and Rs. 35 lakhs respectively. A scheme of adult education was introduced during this year and the budget for the next year provides a sum of Rs. 1½ lakhs for its extension.

The need for strengthening the Inspectorate to ensure that elementary schools are run on efficient lines has been felt and the Budget for 1949-50 includes a sum of Rs. 1.72 lakhs for this purpose.

One of the important aspects of re-organisation of secondary education approved by educationists all over India is the scheme of bifurcation at the Fourth Form stage.

In May 1948, the Government directed that the following bifurcated courses should be introduced in the course of the year in 50 selected secondary schools and decided that the question of extending the scheme to other schools should be taken up by stages: (1) Secretarial, (2) Engineering, (3) Agriculture, (4) Drawing and Painting, (5) Domestic Science and Cookery and (6) Music and Dancing.

Instruction in Teaching Practice and other subjects will be provided for as and when necessary. In order to enable local bodies and private managements to meet the extra cost involved in the organisation of the new courses, the Government have, as a special case, undertaken to pay teaching grants at three-fourths of the net cost of introdu-

cing the courses during the preceding financial year, subject to a maximum of Rs. 1,450 per annum for each school, for a period of five years from the year of introduction of the course, the question of revising the arrangements being considered at the end of the period. In addition to the teaching grant the Government have also decided to pay a non-recurring grant to each school equal to three-fourths of the cost of equipment to be purchased for the new courses, subject to a maximum of Rs. 5,700. The Budget for the next year provides for the introduction of bifurcated courses in 50 more selected secondary schools.

There has been a considerable increase in the number of secondary schools with at least the Fourth Form during the last three years as the following figures will show:

1946-47	...	669
1947-48	...	763
July 1948	...	804

As an incentive to Hindustani Vidyalayas under private management to prepare more students for the Hindustani Visharad and Pracharak Diploma examinations the Government are sanctioning grants to the extent of one-half of the net cost of maintenance of the recognised schools subject in a maximum of Rs. 50,000 in the current year. This will go a long way to produce Hindustani teachers for secondary schools.

Expansion of Colleges

The staff in the Government Colleges has been strengthened in the current academic year to cope with the tremendous rush for admission. The Government have sanctioned the construction of permanent buildings for the Government Arts College, Rajahmundry, at an estimated cost of Rs. 20 lakhs. The progress is, however, slow owing to prevailing dearth of building materials. The construction of additional buildings for the Government College at Kumbakonam and the Government Victoria College, Palghat, has also been sanctioned at a cost of about Rs. 3 lakhs in each case. The Presidency College, Madras, is the only Government College providing instruction in a number of courses of study including post-graduate

and research work. In order to make it possible for a larger number of students to be admitted to these specialised courses, the Government directed that the Intermediate classes in that College should be transferred to the Government Muslim College. A committee under the chairmanship of Dr. Chandrasekhara Venkata Raman was also constituted to suggest measures for the reorganisation of the Presidency College, so as to provide facilities for higher teaching and research, and the Committee has just made its recommendations. The budget for 1949-50 includes a sum of Rs. 3.16 lakhs for implementing the recommendations of the Committee. Provision is also made in the Budget for 1949-50 for the employment of additional staff in the Engineering Colleges at Kakinada and Guindy, opening of the Natural Science Group in the intermediate in the Government Brennen College, Tellicherry, opening of Group I for the Intermediate class in the Government College, Cuddapah, opening of new courses in the Government College, Kumbakonam and additional staff in the Queen Mary's College, Madras, for B.Sc., Home Science and Intermediate Arts Courses. As regards the Universities, provision has been made for special grants to the Andhra University for the construction of a boys' hostel and for a gas plant for the Erskine College of Natural Science and to the Annamalai University for its drainage scheme and purchase of laboratory equipment.

During the current year the Government sanctioned a scheme of grants to local bodies and private managements for the construction of building equal to half of the cost, subject to certain maxima. It is expected that a sum of Rs. 2 lakhs will be disbursed towards the construction of elementary schools during the current year and a further sum of Rs. 10 lakhs has been provided for in the budget for 1949-50 for the same purpose.

As regards secondary schools, grants to the extent of Rs. 2½ lakhs have been sanctioned in the current year and the budget for next year provides another Rs. 2½ lakhs for further grants. The ban

on the payment of building and equipment grants to the new Arts Colleges for men under private managements imposed in 1945 was also lifted in the course of the year.

With a view to provide military training for boys in high schools and colleges the Government have decided to raise a Senior and a Junior Division of the National Cadets Corps with a strength of 2,000 and 4,000 cadets respectively. Two infantry battalions of four companies each and one engineering platoon have been raised for the Senior Division, providing for the enrolment of 1,310 cadets. It is proposed to raise in 1949-50 additional units for the Senior Division consisting of one infantry battalion of two companies in the Andhra University, one independent company and one Signals Unit in the Annamalai University and four Specialists Units—Medical, Electrical, Mechanical Engineering and Artillery—in the Madras University. It is also proposed if possible, to raise 44 units for the Junior Division within the allotted strength of 4,000 cadets. The cost of these divisions of the National Cadet Corps is estimated at Rs. 4.56 lakhs in 1948-49 and at Rs. 15.59 lakhs in 1949-50.

Schools for Defective Children

The Government have also decided to devote special attention to the education of defective children. The Victoria Memorial School for the Blind at Poona-malle is being managed by the Government from the beginning of July 1948 on behalf of the Board of Governors and the Madras Association for the Blind, pending the completion of the formalities for legal transfer to the Government. The budget for the next year provides for the opening of new Government schools for deaf and dumb children, blind children and also mentally defective children in addition to grants for such special schools under the control of local bodies and private managements.

The Government are anxious that the valuable original manuscripts in the Saraswathi Mahal Library, Tanjore and the Government Oriental Manuscripts Library, Madras, should be preserved and copies published for general inform-

ation and the budget for 1949-50 includes a special provision of Rs. 1 lakh for the purpose. A sum of Rs. 3 lakhs has also been provided for grants to public libraries including the Library Authorities to be newly constituted under the Public Libraries Act.

The estimated total expenditure of the Education department in 1949-50 is Rs. 9.39 crores, excluding the expenditure on buildings, against Rs. 1.43 crores in 1921-22 and Rs. 2.58 crores in 1937-38.

Basic Education in Provinces

Maulana Abul Kalam Azad, Education Minister, Government of India replying to Mr. V. C. Kesava Rao, in Parliament on 17th Feb. said that almost all the Provincial Governments had opened basic schools for children between the ages of six and eleven. During 1948-49 about 100 new basic schools were started in the rural areas of Delhi Province. Two training institutions for teachers in Delhi and Ajmer-Merwara had already been set up. In Coorg, basic schools would be started after three candidates from that Province completed their training as teachers at Allahabad. Some of the States including Mysore, Rampur and others were also taking steps to introduce basic education.

The Education Minister further informed the House that the Provincial Governments were directly responsible for basic education in their respective areas, though they were following the general outline of the basic system laid down by the Central Advisory Board of Education.

Maulana Azad also revealed that besides giving aid to the Provinces the Ministry of Education had prepared an all-India scheme for introducing compulsory education among children of the ages of 6-11 within a period of ten years. The scheme had been accepted by the board and its immediate implementation would be discussed at the forthcoming conference of the Provincial Education Ministers. Though owing to lack of funds it was difficult to implement the scheme, it was hoped that a beginning could be made in the coming academic year.

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NEWS AND VIEWS FROM FAR AND NEAR

MADRAS

Religious Education in America

Dr. F. Spiegelberg, Professor of Indian Philosophy, Stanford University, California, travelling in India under the Rockefeller grant, addressed a meeting held on 9th February evening under the auspices of the Vivekananda College Union at the College premises.

Dr. Spiegelberg said that the American constitution ensured non-interference of the State in matters of religion. Religion was taboo in the State Universities of America. The present generation of Americans were, however, much interested in religion. Many who returned disappointed after the war found answers to their problems in religion. It was not correct to say that the younger generation in America was interested only in material progress. In fact it was not true to say Americans were materialists. He added: "I wish they are more materialists than they are. For a materialist is one who indulges in pleasant things of life. He has then intercourse with God, because God is in matter." He said that to-day Americans were running after strange ideas. They were extremely fond of technical devices and machines. But he felt sure that religion would ultimately find its right place there.

Reorganisation of Education

To consider certain matters arising from the reorganised scheme of secondary education, a meeting of the representatives of the Universities in the Province was held at the Secretariat on Feb. 14. Mr. T. S. Avinashilingam Chettiar, Minister for Education presided.

In view of the great importance of the study of mathematics, particularly algebra and geometry, the question of giving greater scope for the study of these subjects in the reorganised scheme was, it is understood, discussed.

February, Mr. T. P. Srinivasa Varadan, headmaster, pleaded for the retention of English for some years as the medium of instruction for boys whose mother-tongue was neither Tamil nor Telugu. Referring to the reorganisation scheme of secondary education, he said that the introduction of the citizenship training, craft in the lower forms, compulsory study of regional language and social studies had created a new outlook among teachers and pupils. All these subjects in the new scheme made possible the maximum development of the individual pupil consistent with the general good. But the introduction of the teaching of English as late as in the Second Form and the absence of the provision of optionals in the academic course, took away from the scheme the merit it would otherwise have had. The headmaster said that the Government's circular asking the heads of institutions not to detain students in Sixth Form, except for shortage in attendance, had produced indifference, among the students, and so it was desirable that the Government revoked that order.

Dr. Sir A. Lakshmanaswami Mudaliar, who presided on the occasion said that school education should be broad-based, so that the right type of citizenship training was given to the students. Everyone must be trained in the school, and the teachers should make them interested in the subjects even after their educational course. If we were to progress and shoulder responsibilities in the future, the value of disciplined action must be infused in the students. The greatest danger to the country did not come from without but from within. Referring to the indiscipline among students, the speaker emphasised that it would go against the spirit of the country and against the interest of the students and the people concerned. He appealed to the students to realise that teachers were there to help them, to advise them and to guide them. Students should so conduct themselves that they would form valu-

At the Triplicane Hindu High School Annual prize distribution, on 15th

able members of the society. Then only the future of the country was assured. Those countries which had progressed in every material form did so because discipline among the students there was the highest. He said that everyone must have the interest of the common man in the forefront and that, in the adjustment of the differences, lay the salvation of India.

Basic education

At a meeting of the Advisory Board on Basic Education held on Feb. 25 at the Secretariat, Mr. T. S. Avinashilingam Chettiar, Minister for Education, presiding, the programme for the expansion of Basic Education for the year 1949-50 was discussed.

It was decided to start 17 Basic Education institutions in the next year. These would include four Training Colleges to provide trained teachers. Six existing schools would be converted into Basic Education schools and seven new Basic Education schools would also be opened. It was also agreed to start the first senior course in those schools where the five years' junior courses in Basic Education have been completed.

The Board discussed the report of the committee on the progress of craft work in Basic Training schools and considered the various suggestions made for improving craft work.

Another subject considered was the preparation of text-books for children in Basic schools. Details regarding the arrangements to be made for holding in Madras the All-India Basic Education Conference in May were also discussed.

An Industrial School will be opened from the next academic year beginning from July next and attached to the Central Polytechnic in Broadway. Such schools are in existence elsewhere in the province where polytechnics have been started. New buildings are being put up inside the premises of the Central Polytechnic to house the school.

The Industrial School when started, would provide courses in such trades as light metal casting, auto servicing, instrument mechanics, welding, plumbing, printing, book binding, fishing and

navigation. The school would be a 'manufacturing unit' and would serve as a workshop for the students of the Polytechnic also.

From the next academic year a Technical Teachers' Training course is also to be started in the Central Polytechnic. This course will be open to all students who have obtained diplomas conferred by the Technological Diploma Board.

Film Library

It is understood that Government have decided to start a Central Film Library for the purpose of promoting visual education in the schools in the Province. The library will stock a good number of educational films. The Special Officer in charge of Citizenship Training is expected to be in charge of the Film Library.

Teachers' place in society

The spread of education had given opportunities to others also to take their proper places in society. The banker, for instance, came into the picture, as the maker of society. The teacher had his place assured but then when it came to filling up a position of responsibility, he simply did not have a chance. In the United States, for instance, the reverse was the case. Teachers were called on to fill positions of great trust and responsibility in the counsels of government.—(From Sri C. P. Ramaswami Aiyer's speech in Kumbakonam on 15th Dec.)

True education

In his convocation address to the Andhra University on 11th Dec. Mr. O. P. Ramaswami Reddiar, Premier of Madras, spoke on Education as follows:

For, what is true education? And what is the end of that education? It is not the attainment of proficiency in the three R's not even the accumulation of a vast wealth of learning in the multitudinous disciplines, not even the wise use of the critical faculty. Although all these are important aspects of a sound system of higher education, true education has a higher and nobler

purpose. That One who knows All is immanent in us. He is within us and without us. He manifests Himself in the myriad beings of His creation. You serve His creation, and you serve Him. You serve Humanity and you serve God. And when you serve in that fashion, then indeed you become truly educated, and not until then.

It is this conception of education that all our ancient Gurukulas had emphasized. It is on this edifice that the great universities of ancient India—at Takshasila, at Nalanda, at Pataliputra, at Benares, and at Kanchi were built. Not less in importance and perhaps even more ancient were the three Tamil Sangams at Mathurai which flourished in the halcyon age of Tamil history. Functioning as rich spiritual stations, these ancient seats of learning radiated the message of love and sacrifice. Admission to these centres of learning was exclusive. It excluded all those who were not willing to be disciplined in body and mind. It opened its portals only to an aristocracy—an aristocracy not of wealth, not of birth, not even of intellect, but an aristocracy of character. The prince and the peasant were treated alike. Brahmacharya or Purity of mind through Purity of body, and Humility and Spirit of Service were the minimum qualifications not only for entrance, but all through. The payment of fees, if at all, came at the end, and that invariably consisted of a demand by the Gurudev for an act of service and sacrifice—the final test of the candidate's proficiency.

Tenure of elementary school teachers

With a view to providing security of tenure to teachers of aided elementary schools, it is understood the Government have decided to issue a revised form of agreement which will govern their service.

The new form will be on the same lines as those relating to the service of secondary school teachers and provide for reasonable service conditions and protection against efficient and good teachers being sent out at will by managements.

Value of Sanskrit

Sir Chintaman Deshmuk, Governor Reserve Bank of India, in reply to welcome address at Mylapore, Sanskrit College, observed that Sanskrit was the main source of Indian culture. Time was when it occupied a pre eminent position. He regretted that while at present Sanskrit lived a life of its own in the other parts of India, in Southern India the language was as it were on its trial and it had been denied its proper place. He pointed out that in the West even under difficult conditions the language was being taught. Those who studied Sanskrit were really serving the country, he said.

KANCHEEPURAM

School day was celebrated at Anderson High School, Kancheepuram on the 19th February. Sweets and fruits were distributed to nearly a thousand pupils in the morning and a public meeting was held in the evening at 5 p.m.

The Hall was gaily and tastefully decorated and Kittappa pupil of IV Form, a prodigy in music entertained the audience till the Minister arrived and was later introduced to the Minister.

Mr. A. C. Dharmaraj, M.A., B.T., Headmaster and Correspondent received the Hon'ble Minister and Mrs. Madhava Menon at the gate. The School Volunteer Corps presented a guard of honour to the Hon'ble Minister and Mrs. Madhava Menon. The headmaster then introduced the Minister to the School Premier Sri Purushothaman and the School Leaders Venkatesan and Thangiah.

A most enchanting programme of variety entertainment was gone through which the Minister and the guests enjoyed thoroughly. Mrs. Madhava Menon distributed the prizes.

The Minister stated that he was himself moved when the Headmaster, while presenting the report rang out the words "who will not be proud, supremely proud, to belong to such a school?" and added that, that was the right attitude that every pupil should develop towards his school.

He expressed his gladness that at a time when godlessness was threatening to poison society, this school was rendering great service in combating such evils. With quotations from Sanskrit literature and the Lord's prayer the Minister made an appeal for godliness, goodness, truth and beauty.

PHIRANGIPURAM

The zonal matches were held on 21st and 22nd at Phirangipuram, Thurumella and Gurazala. The finals of the matches and the Track and Field events were conducted from 27th to 29th January. The games and sports were conducted almost peacefully and with better discipline than before, most of the competitors having shown restraint and sportsmanship.

The teams from the different places were provided with rooms in the school and every comfort the village is capable of was provided.

At 4 p.m. on the 29th, the prize distribution took place. The Bishop of Guntur presided and Srimathi P. Seethammal, Principal, Govt. College for Women, Guntur, gave away the prizes. Some Headmasters and many P. T. I's. were present and the function passed off happily.

PATNA

Pay of Bihar Teachers Raised

It is learnt the Government of Bihar have decided to raise the salary of primary and secondary school teachers of the Province and Provincial Government will have to incur an additional recurring expenditure of about Rs. 1.5 crores to implement this decision.

It is recalled in this connection that the Joint Council of Action of the Bihar Primary and Secondary School Teachers' Association had decided to call a strike of teachers from February 15 if their demands of higher scales of pay which range from Rs. 50 to Rs. 156 for primary school teachers and from Rs. 125 to Rs. 500 for secondary teachers were not conceded. There are about 45,000 primary and about 5,000 secondary school teachers in the Province.

Primary Education to be Free

The Bihar Government have decided to make primary education in the Province entirely free. In all there are about 22,000 primary schools in the province.

Mr. Srikrishna Sinha, the Premier, who announced this, said "Government were also taking steps to, 'substantially' increase the salaries of teachers in the Province."

Bihar Teachers postpone Strike

The Bihar Teachers' Joint Council of Action has decided to postpone the proposed strike in view of the announcement made by Mr. Srikrishna Sinha, Premier of Bihar, at a Press conference regarding changes in the pay scales of school teachers.

LUCKNOW

U. P. Teachers' Strike Called Off

The Working Committee of the U. P. Adhyapak Mandal, after seven hours of protracted deliberations decided to call off the 37-day-old strike on the advice of Babu Purushottamdas Tandon, President of the U. P. Provincial Congress Committee.

The Adhyapak Mandal has called upon the 40,000 District Board teachers of the Province, who are on strike, to return to work since it (the Mandal) "does not want to do any harm to education in the Province."

The Committee says: "In pursuance of the advice given by Babu Purushottamdas Tandon, the Working Committee decides to request him to take up all the demands of the Adhyapak Mandal on its behalf.

It may be recalled that about 40,000 District Board teachers resigned from service on January 1, paralysing the primary and upper primary education in the Province and effecting the education of about 20,00,000 children.

AJMER

Mr. C. Rajagopalachari, the Governor-General of India, in his address to the boys of the Mayo College, said:

"We must, try to make every home a first class school for children born in it and every mother should become an excellent principal of that school. Children should not only know how to think correctly but to feel correctly. Not only the sense of judgment of the child but its sentiments and emotions should be trained. For this, co-operation between parents and the teacher of the child was necessary."

DELHI

The meeting of Provincial Education Ministers, on 19th and 20th Feb., concluded after discussing ways and means of implementing the educational development programme, particularly the social education and the basic education schemes.

NAGPUR

The C. P. and Berar High School Education Board has decided that Sanskrit should be made a compulsory subject in the High Schools in the Province and English reduced to the position of an optional subject. The Board has also suggested that instruction in the High Schools should be imparted in the Provincial languages—Marathi and Hindi.

TRIVANDRUM

School text-books in Travancore

Government have decided to take over the publication of text books for schools in the State as they are of opinion that the existing system of prescribing text-books is not working satisfactorily.

Government have, therefore, constituted a Committee for the purpose of drafting a scheme for purchasing copyrights of suitable selected books in existence and for preparation or compilation of new books.

GREAT BRITAIN

(Based on British Information Services)

German educationists study British methods

Another batch of German education experts have just arrived in London. This is the ninth party of educationists from Germany who have come to Britain

at the invitation of German Education Reconstruction, which works in co-operation with the Foreign Office.

Their aim is to adapt what they learn while in Britain to the needs of their own country.

Britain perfects novel teaching aid

A projector which ousts blackboard and chalk will be on display in the scientific and optical section of the British Industries Fair, which opens in London and Birmingham simultaneously on May 2. Lecturers and schoolmasters will, no doubt, welcome this new teaching aid which fits on desk or bench and projects handwriting, on a celluloid sheet or roll, on to the wall. A notable advantage of the apparatus is that it can be operated in broad daylight.

Five-year visual aid scheme

Every London County Council School is to have its own cinema for visual aid teaching. It will cost £312,000 (Rs. 41,60,000) and take five years to equip all schools.

Each large secondary school will have several projectors for sound and silent films, but primary schools will be equipped for silent films and will share the sound equipment. Film strips—moving equivalent of the "magic" lantern slide—will be widely used. The Council has already started an educational film library.

British and European teachers to exchange jobs

Two new exchange schemes between teachers from Britain and European countries have just been announced by the Ministry of Education.

The first is for the exchange of experienced modern language specialists in Britain with similar experts from France and Austria. The second is for the exchange of qualified teachers, in subjects other than modern languages, with the Netherlands, Denmark, Norway and Sweden.

Blind students study law

Studying law at the University of Liverpool are 22-year-old Peter Malpas and 19-year-old Sydney Wilson—the first blind students to study in any faculty

of the University. They reached their present stage only by hard work, both winning scholarships from Worcester College, a secondary school for the blind.

While other students take notes of lectures in the usual way Peter and Sydney have perfected an abbreviated system of note-taking on a Braille writing frame. The abbreviated notes are taken home and completed on a Braille writing machine.

UNESCO produces world review of culture

Each week in future UNESCO will produce a radio bulletin of educational, scientific and cultural happenings throughout the world. The first of these programmes, which will last 15 minutes and be entitled "UNESCO World Review", has just been released.

It will be produced in English, French and Spanish. There will be five minutes of topical news, with two talks each of five minutes. These will be on some subject in education, science and culture that is of current interest.

New type of nursery school for Britain

A new kind of nursery school, prototype of 50,000 urgently needed in England and Wales, is to be built at Cookham, in Berkshire.

The building of traditional nursery schools is at a standstill owing to prohibitive costs. Accordingly, the Building Advisory Committee of the Nursery School Association have prepared plans for a much cheaper type. It has a simple "shelter" roof, no inside walls or passages and costs only £150 (Rs. 2,000).

London plan for teaching by films

Good progress is reported in the London County Council's five-year plan

to give their schools complete equipment for teaching by films instead of blackboard. Already 700 projectors have been supplied, making easier and more interesting the learning of such subjects as French, physics and history.

Government house to be used as school

Sir Phillip Mitchell, Governor of Kenya, has relieved the shortage of accommodation for school-children in Nairobi in characteristic fashion. He is moving out of Government House himself and giving up a greater part of it to be used temporarily as a school.

Indians to attend summer schools in Britain

India and Pakistan are among the countries whose citizens have been invited to attend the 10 University Summer Schools organized this year by the British Council. Although planned primarily for the benefit of American students, at least one-third of those attending will come from other countries.

The courses are widely varied in scope. Birmingham, for instance, is conducting a school at Stratford-on-Avon on the subject of Shakespeare and English drama.

London University's course is on 20th century English Literature; Manchester and Sheffield are dealing jointly with England's Industrial North; Nottingham's course will trace the background and changes in English social life; Southampton University College deals with the growth of Democratic Government in Britain; and Oxford will offer two courses, one being on Modern European Civilisation and the other on Ancient Greece.

LETTERS TO THE EDITOR

Craft Instructors in Woodwork

Sir,

In the new Secondary School Woodwork is one of the basic crafts to be taught in Forms I to III. As per Rule 13, M. E. R., Instructors in woodwork should hold completed Secondary School Leaving Certificate, and the Manual Training Certificate of the Teachers' College, Saidapet. Assistant Instructors in Woodwork should have completed the Third Form of a secondary School or the Eighth Standard of a Higher Elementary School or should possess a general educational qualification considered as equivalent thereto by the Director of Public Instruction. He should also possess the Art Masters' Certificate in Woodwork of the Teachers' College, Saidapet.

Now that Woodwork is to be studied as a craft in Forms I to III only, the qualifications prescribed for the Assistant Instructor in Woodwork will suffice for the Craft Instructor in Woodwork. That is Craft Instructors in woodwork should be persons who have completed the Third Form of a Secondary School or the eighth standard of a Higher Elementary School or who possess a general educational qualification considered as equivalent thereto by the Director of Public Instruction, and who should possess the Art Masters' Certificate in Woodwork of the Teachers' College, Saidapet.

Now there are Craft Instructors in Woodwork who possess the Industrial School Certificate in Woodwork. There are Art Industrial Schools recognised by the Government under the code of Regulations for Industrial Schools. The length of the course is seven years. In these schools students undergo a regular and intensive Training Course in Woodwork both in theory and practice for full seven years. The syllabus of work comprises of all kinds of household work such as tables, chairs, etc., mechanical drawing, free-hand drawing, practical benchwork in stool, bench,

box, door, chair, chest of drawers, Tea poy, Almyra, Dining Chairs, Dining Tables, Stair Case and varnishing furniture. The number of school days during every year of the Course is at least 240 days on an average. In the sixth year and in the seventh year, the students are given further practical training. The Industrial School Certificate is issued at the end of the full seven year course by the Superintendent of the Art Industrial School. This is countersigned by the Inspector of the Industrial Schools of the Government of Madras.

The Industrial School Certificate holders in Woodwork are competent enough to handle the craft classes in Woodwork in Forms I to III in view of their intensive seven-year course at the Art Industrial Schools in Woodwork recognised by the Government of Madras. As such the Industrial School Certificate in Woodwork may kindly be recognised as equivalent to the Arts Masters' Certificate in Woodwork of the Teachers' College, Saidapet. This will provide immense relief to all the Industrial School Certificate holders who will be spared the burden of again undergoing a regular course at the Teachers' College, Saidapet.

As alternative to the recognition of the Industrial School Certificate in Woodwork as equivalent to the Art Masters' Certificate in Woodwork of the Teachers' College, Saidapet, I would suggest the following for the kind and sympathetic consideration of the Government.

Those who have taken the Industrial School Certificate before June 1948 may be exempted from holding the Art Masters' Certificate in Woodwork, or (b) may be given a two-month Refresher Course in April and May, or a three-month Refresher Course in April, May and June at the Teachers' College, Saidapet; or (c) may be allowed to appear as private candidates for the Art Masters' Certi-

ificate Examination, Teachers' College, Saidapet.

K. NARAYANAN,

Secretary, The Ramnad District Headmasters' Assn., Muslim High School, Abiraramam.

21-2-1949.

Sir,

I request you to be kind enough to publish the following few lines in the columns of your esteemed monthly.

It is deplorable to note from the columns of the Hindu dated 26th January 1949 under the heading "Pay scales of Physical training Instructors" that the Diploma holder in Physical Education is grouped with the Higher grade certificate holder. They are placed in the scale of Rs. 50 to 95. There are reasons more than one to object. In the first place the higher grade certificate holder is a secondary grade teacher together with one year training in the Y.M.C.A. College of Physical Education whereas the Diploma holder is a graduate with one year training in the same Physical Education College. Does it mean both are equal? Even taking for granted that the technical professional training is equal where is the weightage for the graduate for his four years' course in an arts or science college? Till now and even today the graduate with Y.M.C.A. training is placed on a par with the L.T. or B.T. teacher in as much as both undergo one year training after their graduation. If an L.T. or B.T. teacher is trained in Y.M.C.A. he is given a sum of Rs. 15 in addition to the L.T. scale of pay for his additional qualification, even in District Board schools at present. Such being the case

I cannot understand how the Honourable Minister for Education was given to understand that Diploma and higher grade certificate holders are equal in physical education.

The pay scale of the higher grade also is unsatisfactory, since there is not much difference between the ordinary secondary grade teacher and a higher grade physical instructor. It is only nominal. A sum of Rs. 5 only is shown which was Rs. 10 even before the revision of the scales of pay. The training in the Y.M.C.A. College is not an easy task. It is not only costly, rigorous but a risky one in as much as a candidate is to be on the alert the 24 hours of a day throughout the ten months' course in the college lest he should be dismissed out of the college at any moment even for minor shortcomings. With such a difficulty he gets through the Y.M.C.A. college to suffer still more in life since his time is occupied throughout the day. He does not find time to seek an additional way of income by way of private tuition only by which the other teachers are able to make both ends meet.

Hence it is expected that the Honourable Minister and the others concerned in the Department will please condescend to go through these lines and review the matter without any prejudice whatsoever and arrive at revised conclusions thereby rendering justice to the cause of physical education.

Mathurai,
21-2-49.

Yours faithfully,
M. R. RAMIAH,
*Physical Director and Assistant,
Sourashtra High School,
Mathurai.*

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FROM OUR ASSOCIATIONS

Coimbatore and the Nilgiris

The following office bearers were elected for the year 1948-49 at the General Body Meeting held on February 6th, Sri K M. Ramaswami, B.A., L.T., presiding.

President: Sri K M. Ramaswami, B.A., L.T., Headmaster, Diamond Jubilee High School, Gobichettipalayam.

Vice Presidents: (1) Sri S. Narasimha Iyengar, B.A., L.T., Headmaster, K.S.C. High School, Tiruppur, (2) Sri N. Perumal, Teacher, Venkatapuram, Lawley Road Post, Coimbatore.

Secretary: Sri S. Ramaswami Naidu, B.A., B.T., Headmaster, Swathanthra High School, Athippalayam-Vaiampalayam, Idigarai P.O., Coimbatore.

Joint Secretary: Sri N. Duraiswamy, Vidwan, Municipal High School, R. S. Puram, Coimbatore.

Members of the Working Committee.

1. Sri S. Venkataraman, B.A., L.T., Teacher, S. J. High School, Peelamedu.

2. Sri P. S. Yegneswaran, Teacher, B H. School, Kothagiri.

3. Sri P. Kaliappa Gownder, Teacher, Board High School, Dhara-puram.

4. Sri E. S. Arumugham, Physical Training Instructor, L.M.C. Training School, Erode.

Resolutions

1. This conference reiterates this Guild's former resolutions on the subject of scales of pay and requests the Government to adopt the scales of pay recommended by the Central Pay Commission and enforces the adoption of the said scales in all schools, Aided, Government and Local Bodies.

2. Resolved that the Government be requested to grant fee concessions to children of teachers, in all stages of education.

3. Resolved to request the Government to grant House Rent Allowance to all teachers living in Municipal and Panchayat Areas in view of the fact that the difficulty of securing housing accommodation is felt equally everywhere.

4. This conference wishes to bring forward to the notice of the Government the imperative necessity of enforcing uniform leave rules consistent with the arduous work expected of the profession, in all educational institutions in view of the disparity prevailing in the various institutions and in the case of teachers entering service at various periods.

5. This conference notes with regret that Dearness Allowance at the prescribed Government rates is not being paid by some institutions and requests the Government to enforce its payment as a condition for the payment of grant to such institutions.

6. Resolved to request the Government to raise the rate of bonus payable by the management towards the Teachers' Provident Fund from 1/16th to 1/12th.

7. This conference requests the Government to restore the issue of railway passes at concession rates to *bonafide* teachers and pupils of recognised schools to enable them to undertake educational excursions to places of National, Cultural and Geographical interest, in view of the fact that their excursions have become an essential part of the present educational activities.

TIRUCHIRAPPALLI

A meeting of the Reception committee of the 38th Madras Provincial Educational Conference, Trichy, was held on 6-2-'49 in the guild house. Sri A. Rama Iyer presided. The Statement of Accounts and the Report were adopted. The Reception committee made over the balance of over Rs. 1400/- to the guild.

The half-yearly meeting of the guild was then held. Over 100 members, representing 18 institutions were present.

The guild resolved to utilise the money given by the Reception committee to purchase the site (of the Guild House), which at present is enjoyed on lease.

Resolutions

(1) This Guild is of opinion that the Agreement in force in Aided Schools is unsatisfactory as a means of ensuring security of service to teachers under private managements and urges upon the Government to place these teachers on a par with Government servants at least in this respect.

(2) This Guild deprecates the practice of certain Managements who keep qualified and efficient teachers as temporary assistants for years together, thus making them lose legitimate increments.

(3) This Guild views with grave concern the attitude taken by the Correspondent of the Thirthapathy High School, Ambasamudram, towards Sri E. H. Parameswaran, Headmaster of the School, and appeals to the Government to intervene in the matter and safeguard the rights of the teaching profession.

(4) This Guild wishes to point out that the scales of pay for Elementary and Secondary School teachers are utterly inadequate under present conditions of life and need immediate revision on a liberal scale.

(5) This Guild regrets that teachers in many Aided Schools have not been paid the enhanced D. A. from 1-1-1948 and requests the Managements of such Schools to make good the omission at an early date.

(6) This Guild is of opinion that the new courses of instruction introduced in schools may affect the service of many teachers of experience who may not have the necessary qualifications and requests the Government and Managements to see that the service of no experienced teacher is affected or

terminated as a result of the introduction of the new scheme.

(7) This meeting of the Dt. Teachers' Guild requests the Government to allow the teachers of all schools, at least two years' time to qualify themselves in one of the several crafts fixed by the Government and to hold short courses in these subjects in as many centres as possible, at an early date, preferably during the vacation and instruct all Managements to provide the necessary facilities for teachers to attend the courses.

CHINGLEPUT

The general body meeting of the Chingleput District Teachers' Guild was held on Saturday the 27th November at 2-30 p.m. in St. Columba's Hall, Chingleput. Nearly a hundred teachers from Chingleput, Kancheepuram, Madurantakam and Sriperumbudur attended.

Mr. M. Kanniappa Mudaliar, Headmaster, Pachaiappa's High School presided and conducted the business meeting.

The following office bearers were elected for the year.

President:—Mr. W. Veeraragavachariar, Headmaster, St. Joseph's High School, Chingleput.

Vice-Presidents:—Mrs. Cepreyaan, B.A., L.T.,

Mr. M. Kanniappa Mudaliar, B.A., L.T.,

„ A. S. Johnson, M.A., L.T.,

„ A. C. Dharmaraj, M.A., L.T.

Secretary and Treasurer:—Mr. Simpson Rajarathnam, B.A., L.T.

The Executive Committee of the Chingleput District Teachers' Guild met in the premises of the Board High School, Poonamallee on 12-2-49, with Mr. A. S. Johnson, M.A., L.T., Vice-President in the chair.

The Secretary, read a report on the Progress of the Guild since last General Body Meeting in November, 1948. He presented a statement of accounts which was approved. The Executive elected the Secretary Mr. Simpson Rajarathnam,

as its representative on the S. I. T. U. Board.

The following resolutions were then passed:—

1. Resolved that the Annual General Body Meeting of the Chingleput District Teachers' Guild be held on 9-7-49 at Chingleput.

2. Resolved to request the Director of Public Instruction, Madras through the District Educational officer to arrange for a Citizenship Training camp at Chingleput, Walajabad, Athoor or Madurantakam, towards the end of April, or early in May, 1949 for the benefit of teachers in the Chingleput District. The Vice-President Mr. A. S. Johnson was requested to prepare a draft for this purpose in consultation with the President Mr. W. Veeraraghavachariar and to circulate it among the members of the Executive for information.

3. Resolved to request the Secretary, S.I.T.U. to discuss at the ensuing Provincial Conference, Kurnool, the possibility and desirability of expediting the payment in the case of retiring teachers within a month after their retirement, of the Managements' and Subscribers' contributions to the Teachers' Provident Fund Account.

BELLARY

The annual General Body Meeting was held at 2-30 p.m. on 5th February 1949 in the Municipal High School, Adoni with Sri. B. Gururaja Rao, the President of the Guild, in the chair.

Sri. J. P. Bhaskar made a brief report of the work done by the Guild during the past two years and read out the statement of accounts.

The following were unanimously elected as office bearers for 1949-50.

President : Sri. B. Madhava Rao, Headmaster, M.H.S., Bellary.

Vice-President : Sri G. V. Venkataraman, Asst., W.H.S., Bellary.

Secretary cum Treasurer : Sri. G. D. Chithra Sekhar, Asst., W.H.S., Bellary.

Resolutions.

Resolved

1. that the Government be requested to institute scales of pay as recommended by the Central Pay Commission for all categories of teachers of all grades in all schools,

2. that the Government be requested to extend the age of the retiring teachers from 55 to 58;

3. that the Government be requested to Provincialise the services of teachers serving in the Local Boards;

4. that the Government be requested to provide free education to the children of the teachers;

5. that the Government be requested to increase the Provident Fund bonus from one anna to two annas.

KURNOOL

The Reception Committee of the Provincial conference has been formed and steps are taken for arrangements for the conference. Sri N. Sankara Reddy, M.L.C. has been elected—and he has accepted the office—the Chairman of the Reception Committee; Sri D. N. Babu Rao, Headmaster, Coles H. S. and President of the Guild, has been elected Vice-Chairman.

It is proposed to invite Dr. M. Abdul Huq, Principal, the Presidency College, Madras, to open the conference.


An Educational Exhibition mainly confined to Kurnool District will be organised.

7 GRAMMAR BOOKS

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P. C. WREN'S GRAMMAR BOOKS occupy the foremost place among textbooks of English Grammar.

1. **THE SIMPLER PARTS OF SPEECH.** Thirtieth Edition.
2. **FIRST LESSONS IN ENGLISH GRAMMAR.** Tenth Edition.
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4. **A SIMPLE ENGLISH GRAMMAR ON MODERN LINES.**
Eighteenth Edition.
5. **ELEMENTARY GRAMMAR ON MODERN LINES.**
Twenty-first Edition.
6. **A SHORTER ENGLISH GRAMMAR.** Fifth Edition.
7. **HIGH SCHOOL ENGLISH GRAMMAR.** Twenty-third Edition.

 All the above books have been approved for class use as text-books by the Bombay and Madras Educational Departments; some of them approved also by the other Educational Departments in India, Burma and Ceylon.

8 BOOKS ON COMPOSITION.

1. **MARTIN'S A PRIMER OF GRAMMAR AND COMPOSITION.**
Third Edition.
2. **FRASER'S PICTURE COMPOSITION. BOOK I** (19th Edition)
and **BOOK II** (17th Edition). **THE TEACHER'S HANDBOOK**
(supplied to Teachers only). Second Edition. Pages 271.
3. **WREN'S PROGRESSIVE ENGLISH COMPOSITION.** Fifty-
eighth Edition.
4. **MARTIN'S A JUNIOR ENGLISH COURSE.** Pages 342. Fourth
Edition.
5. **MARTIN'S A SIMPLE COURSE OF ENGLISH GRAMMAR AND
COMPOSITION.** Fourth Edition.
6. **WREN AND MARTIN'S HIGH SCHOOL ENGLISH COMPOSI-
TION.** Pages 428. Fourteenth Edition.
7. **WREN AND MARTIN'S HIGH SCHOOL ENGLISH GRAMMAR
AND COMPOSITION.** Eleventh Edition.
8. **MARTIN'S ENGLISH COMPOSITION FOR HIGH SCHOOL
CLASSES.** Fourth Edition. **TEACHER'S HANDBOOK**

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The Christian Literature Society for India, Park Town, Madras.

OUR BOOK-SHELF

Bhava Bhoothi Nataka Kathalu: (Tales from Bhavabhoothi) *by Suryanarayana Sastry in Telugu.* (Macmillan & Co. Price 12 As.)

Containing the story of Sri Rama, Uttararamacharitramu and Malathi-madhava - may be prescribed for non-detailed study in VI Form.

Tamil Country (in Telugu): *by C. A. Parkhurst.* (Macmillan & Co. Price 8 As.)

This is a Telugu rendering of the English book reviewed in this journal in a previous issue.

The Telugu Country (in Telugu):

A translation of the English book by C. A. Parkhurst. A rapid historical view of the whole Telugu country is given in this book with useful pictures. Can be read in IV or V class.

Noothana Prathamika Ganithamu: *by C. Lakshmana Rao in Telugu.* (Macmillan & Co. Ltd. Price Re. 1-8-0).

A very useful book for I Form written according to syllabus. The examples are simple and concrete and relate to daily and familiar occurrences. The method adopted is suited to the intellect of the normal first form pupil.

The Teaching of Sanskrit: *by Prof. B. G. Apte.* (Padma Publications, Bombay. Price Re. 1.)

A useful publication for the benefit of teachers under training whose subject is Sanskrit. The subject is treated under five chapters—Aims of teaching

Sanskrit, method of teaching Sanskrit, Sandhis and Samasas, Heurism in Sanskrit and memorization in Sanskrit.

Young Teachers' Guide: *by Rev. R. Conesa.* (Padma Publications, Bombay. Price Re. 1.)

This is useful for under-graduate teachers under training and gives a summary of practical points in teaching.

Annual Report dated 19-2-1949 of Church of Scotland Mission Anderson High School, Kancheepuram.

This is the 109th report of the School founded in 1839 by the Rev. John Anderson who arrived in Madras on 22nd February 1837. The noteworthy features of the school work during the year, as per the report, are :—

1. Opening of extra sections to absorb the pupils of the branch school which was closed and the closure of the third class of the primary department.
2. Cessation of co-education in the school.
3. A staff council consisting of all the members of the staff with the Headmaster as its president and an elected Secretary guides and regulates the day to day activities of the institution.
4. Excursion to Walajabad.
5. The school has provided for the reorganised scheme of education and the teachers are putting heart and soul into the work.
6. The School magazine came out for the first time.

C. R.

Books, Pamphlets, and Leaflets, received.

Receipt of the following publications is thankfully acknowledged:

1. The British System of Government by William A. Robson (Longmans) sent to us with the compliments of the British Information Services (India), Madras.

2. Lighting School Rooms: (Pamphlet No. 104 of Federal Security Agency—U. S. Office of Education.)

3. Annual Report of the Federal Security Agency, Section Two. (U. S. Office of Education.)

4. What the United Nations is doing for Refugees and Displaced persons.

5. What the United Nations is doing for Non-Self Governing Territories.

6. Results of Geneva Trade Negotiations.

7. United Nations Activities.—A world picture.

8. The Secretariat of the United Nations.—(Background Paper No. 44.)

9. Non-Governmental Organisations.—(Background Paper No. 45.)

(Continued from Page 133)

is integrated into one unit, is unified, each part related to the other. And while learning or scholarship itself does not make a good school teacher nevertheless I believe that it is one of the essential qualities of the good school teacher. Learning must be wide.

Enthusiasm

The second quality, I said, was enthusiasm, enthusiasm for the job. It means perseverance, tenacity of purpose and the maintenance of the idealism of the teaching profession. It cannot be easy to maintain that early enthusiasm week after week, month after month, year after year, and yet I would say that that is one of the most important qualities of a teacher. It cannot be easy when you are correcting exercises—the same old exercises—or when you are filling up forms and returns—the same old forms and returns—but it is just when these things are threatening to overcome your idealism that you should remember the great task to which you have dedicated your lives.

Affability

The third quality is approachability or affability or friendliness, and as one of the speakers said these are times when owing to various circumstances many children are deprived of the

normal home life. These are times above all when it is necessary for the school teacher to place himself more than ever *in loco parentis*, and for him to be not merely the instructor, not merely the dictator in the class room, but to be the guide, the philosopher and friend of all his pupils, and he must do that not for what return he may get, because he may not get much return, but he must do that again bearing in mind the ideals of the teaching profession.

Discipline

The fourth quality is that of discipline and it follows, of course, from the other three. Discipline is not a matter of the tawse. Discipline is a compound made up of appreciation of and affection for the school teacher. Well, if you take learning, enthusiasm, affability and discipline, you get the simple word "Lead". Now, that may be pronounced in two ways. It may be pronounced as "Led". That is the weight of your heart when you are trying to teach a recalcitrant obstinate class. But it can also be pronounced "Leed"—that is, is it not, just what education is. The qualities and ideals of the school teacher will lead their pupils out into the world where they can take a full and fair and proper share, and be good citizens.—(*The Scottish Educational Journal*, 14-1-1949, page 23).

THE SOUTH INDIA TEACHERS' UNION

Executive Board

Proceedings of the meeting of the Executive Board of the South India Teachers' Union held on Saturday the 12th March 1949 at 12 noon in the Madras Christian College High School, George Town :—

Prof. M. S. Sabhesan, President, took the chair.

Members Present: Messrs. A. Satyanarayana (Vice-President), G. Krishnamurthy (Joint Secretary), V. Arunajatai (Treasurer), C. Ranganatha Aiyengar (Journal Secretary), V. B. Rao (Secretary, S.I.T.U. Protection Fund), Simpson Rajarathnam (Chingleput), N.S. Periaswamy (Salem), K. N. Pasupathi (Kurnool), S. Sundaresa Iyer (Tanjore), S. E. Selvam (Malabar) and S. Natarajan (General Secretary). G. Srinivasachary (Additional Journal Secretary) was present by invitation.

At the outset resolutions of condolence touching the sad demise of A. Sundaresa Iyer of Caldwell High School, Tuticorin, T. S. Sadasiva Iyer, Retired Headmaster of the Thirthapathi High School, Ambasamudram and H. E. Mrs. Sarojini Naidu, were passed.

The Secretary presented the minutes of the last meeting. On the motion of Mr. V. Bhuvaramurthy Rao, it was taken as read.

The Secretary then reported that he had submitted a memorandum to the Government on the following points:—

1. Training of teachers with special courses in crafts.

2. Grants to Training Schools at three-fourths net cost.

3. Dearness allowance at Government rates.

4. Advance increments or weightage in District Board Schools.

5. Salary of secondary grade teachers to be revised as per Central Pay commission report—Pending such general revision sanction of the scale Rs. 60—5—120.

6. Salaries of Hindi Pandits, Manual Training Instructors and Art Masters to be considered sympathetically.

7. Continuance of the craft grant of Rs. 5 to elementary school teachers.

8. Teachers of local bodies being members of the S.I.T.U. directly or through Guilds.

9. Railway concessions for educational tours.

10. School camps in school districts for boys and teachers with minimum equipments, and financial help by Government.

The Secretary further reported that the sub-committee constituted to study the Government circular regarding private tuitions could not meet, but that he wrote to and got the replies from Messrs. G. Srinivasachary, A. Satyanarayana and G. Krishnamurthy on the question and communicated to the Government as follows in the name of the Executive Board :—

“The Executive Board reiterates the view expressed by it and conveyed to the Director of Public Instruction by the Secretary, in his letter No. U/72, dated 4th September 1948 and wishes to add that in the recently introduced form of agreement between teachers and managements there is sufficient safeguard against indiscriminate private tuitions. The rules governing the conduct of employees by local bodies and Government are comprehensive enough to prevent teachers in their employ from misusing private tuitions.

It is therefore considered not advisable to issue any specific order outlining any scheme of regulated private tuition.”

He also stated that he had written to Rev. Fr. Jerome D'Souza, now in Europe, on his election to the Presidentship of the ensuing Provincial Educational Conference, and that his reply was awaited.

The Secretary reported further that he wrote to the Government on the question of official recognition of the

S. I. T. U. that we had no orders recognising the Union but many Government Officers have co-operated in the work of the Union from its beginning. The Secretary brought to the notice of the Board that the S.I.T.U. is receiving recognition of the Department as the Secretary of the Union has been appointed a member of the Committee for considering cheap designs of school buildings and the President of the Union has been appointed a member of the Provincial Advisory Board of Education.

The Secretary then sought the approval of the Executive Board for organising the Children's Art and Book Week and in doing so he told the members how the idea originated and how it took definite shape. A contribution of Rs. 100/- towards expenses was sanctioned.

It was resolved to send Mr. C. Ranganatha Aiyengar as delegate to the conference of the Indian Council of Child Education and to send Mr. V. Bhuvaramurthy Rao as delegate to the Social Educational Conference to be held in the City at the time of the visit of Dr. Laubach. A sum of Rs. 15/- to cover the delegation fees for both the conferences was sanctioned.

The treasurer stated that the accounts of the Union were audited by the Internal Auditor, Mr. V. Bhuvaramurthy Rao. He pointed out that there was an increase in expenditure over the budget figures for 1948-49 in the publication of the South Indian Teacher, but this was mainly due to the increase in the number of pages and the cost of printing, etc. The expenditure in this regard was approved.

The Board then proceeded to consider the resolutions given notice of by the associations for being moved at the ensuing Provincial Educational Conference. It was resolved that the Working Committee should go through them and prepare the resolutions that should be placed before the conference.

Mr. K. N. Pasupathi's proposal that the conference might be held in the first week of May was accepted.

"Programme of School Activities in Force" was chosen as the theme of discussion during the conference. The S. I. T. U. Constitution Reorganisation was also suggested as a subject for discussion. It was also decided to hold an Exhibition mostly confined to the Kurnool District.

The amendments to Rule 5 of the Union Rules given notice of by the Secretary, Teachers' Association, Board High School, Cheyyar, was decided to be placed before the General Body at the Kurnool Conference.

Mr. G. Krishnamurthy, Joint Secretary, made a statement of his work to revive the South Arcot District Teachers' Guild and said that a sum of Rs. 77/- had been sent through him by Mr. C. S. Ranganatha Aiyengar as affiliation fee for two years. The letter of Mr. C. S. Ranganatha Aiyengar seeking reaffiliation of the Guild with the Union was read out. At the suggestion of the President it was resolved that the arrears for two years be written off and it was further resolved to grant reaffiliation to the South Arcot District Teachers' Guild. It was also resolved to place on record the thanks of the Executive Board to Mr. G. Krishnamurthy for his efforts in this direction.

The Secretary referred again to the Children's Art and Book Week and suggested the formation of a sub-committee to study the Reading Habit and Interest of children and prepare a memorandum on Juvenile Reading. A committee with the following members with powers to co-opt was formed: Messrs. G. Srinivasachari, A. Satyanarayana, V. Bhuvaramurthy Rao, V. K. Sourirajan, Vadivelu and V. Arunajatai (Convener).

The Secretary then referred to the Silver Jubilee of the All-India Federation of Educational Associations proposed to be celebrated in October 1949 or during the Easter Holidays of 1950, and the appeal of the Secretary of the Federation for special membership. It was resolved that the same might be brought to the notice of the affiliated associations and that the Union might become a member.

The Secretary informed the Board of the case of the Travancore Aided Secondary School Teachers. The following resolution was adopted by the Board:—

The Board views with grave concern the conditions of service of teachers in Aided Secondary Schools of Travancore and appeals to the Government of Travancore to take early steps to adopt the recommendations of the Central Pay Commission, especially as the cost of living in Travancore is the same as in other parts of the world. The Executive Board is of the view that any delay in tackling the problem would increase the unrest among teachers."

After a short discussion on the scheme of Educational Reorganisation at work, the Executive Board expressed the following opinion:—

"The Executive Board, with a view to clearing the misapprehension in certain quarters that the scheme of Reorganisation of Secondary Education has not been prepared in consultation with the views of educationists, desires to point out that the scheme of reorganisation is based on the recommendations of successive educational conferences and on the reports of several committees which were before the public for many

years. The Executive Board further likes to state that the criticism that the reorganisation scheme has been introduced in a hurry is not fair.

The Secretary then placed before the Executive Board the letter of the President, Sri M. S. Sabhesan, tendering his resignation of his office as President and requesting to be relieved from that date. The members of the Board very much liked that he should continue in office at least till the annual conference in May 1949. Sri M. S. Sabhesan spoke to them of his poor health and pressed that his resignation may be accepted. The Board then very reluctantly accepted his resignation. They expressed their gratitude to him for his service to the Union, and the cause of education and teachers for well over thirty years. The Board resolved to make arrangements at an early date for a public acknowledgment of his valuable services.

As per his suggestion and on the motion of Sri S. E. Selvam and seconded by Sri G. Krishnamurthy, Sri S. Natarajan was elected to take over the duties of the President and Sri V. Arunajatai was elected Secretary in addition to his present office as Treasurer.

THE 39TH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, KURNOOL.

The Reception Committee of the Conference heartily invites teachers all over the province to attend the 39th Provincial Conference at Kurnool on the 10th, 11th and 12th May, 1949.

In view of the severe hot season at Kurnool in May, delegates may equip themselves with light summer clothing and water-bottles or screw-vessels. They may also bring their own locks.

Comfortable arrangements will be made for mess and lodging. The mess charges for three days will be about Rs. 7-8-0.

Delegates from Madras may arrive at Kurnool either by bus from Gooty (about 60 miles from Kurnool) or by rail direct. Trains arrive at Kurnool at 12-30 p.m. and at about midnight. By bus one can reach Kurnool by 11 a.m. and 8 p.m. an hour or more earlier than by rail.

Secretaries of Associations may kindly intimate to the General Secretary, Reception Committee, the probable number of delegates by the middle of April 1949, to facilitate mess arrangements under the prevailing ration restrictions.

Kurnool,
18-3-1949.

K. N. PASUPATHI,
General Secretary.

(For favour of circulation among the members of the Fund)

The South Indian Teachers' Union Protection Fund, Limited.

NOTICE TO MEMBERS

Notice is hereby given that the Twentyfirst Annual Ordinary General Meeting of the Fund will be held at the Coles Memorial High School, Kurnool, on Wednesday the 11th of May 1949 at 4 P.M. to transact the following business :—

1. To receive, consider and adopt the Directors' Report and the Audited Statement of Accounts for the year ended 31-12-1948.
2. To elect the President, the Vice-President, the Secretary and six other Directors under Article 25.

The retiring Directors are eligible for re-election.

3. To elect an Auditor or Auditors for the year 1949 and fix his or their remuneration.

The retiring Auditors Messrs. V. Soundarajan & Co., are eligible for re-election.

Members who intend to ask for information at the General Meeting regarding any matter in the Directors' Report or in the Statement of Accounts, are requested to give notice of the same to the office on or before Wednesday, 4th May 1949.

520, High Road, }
Triplicane, }
1st April 1949 }

(By Order of the Board)
V. B. MURTHI,
Secretary.



Payments can be made to the Credit of the Fund at all the Branches of the Indo-Commercial Bank, Ltd., with whom challan forms in triplicate are provided. Members are requested to avail themselves of these facilities.

Members are informed that we allow a *Rebate of annas four Per Unit* for payment of premia for the **whole year** if made in **advance, i.e., As. 4, As. 8, As. 12 & Re. 1** for **1, 2, 3 or 4 Units** respectively **on the total yearly premium** irrespective of the Table.

(Copy of the Balance Sheet and Annual accounts can be had on application)

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND, LTD.

Twentyfirst Annual Report

The Board of Directors have pleasure in presenting to the Members the Twentyfirst Annual Report for the year ended 31st December, 1948 together with the Audited Revenue Account and Balance Sheet and other prescribed Statements for their adoption.

Strength: The number of Policies at the end of the year stood at 3036 for 6,835 units as against 2767 policies for 6036 units in 1947. 395 policies (comprising 1,064 units) were issued during the year against 516 for 1261 during the previous year. There were 17 deaths (20 policies) and 27 surrenders.

Annual Meeting: The Twentieth Annual Meeting of the General Body was held at Trichinopoly on 14.5.1948 to consider the Annual Report and to elect the Directors and the Auditors.

Progress: The Fund has made rapid progress this year as well. The Life Insurance Fund has increased by Rs 86,280/- against Rs. 76,394 in 1947. The value of policies issued during the year amounted to Rs 2,66,000/-.

Claims: Claims were settled very expeditiously as usual. Claims by mortality amounted to Rs 9,435/- out of which a sum of Rs 6,132 was paid during the year. (The other claims will be settled as soon as papers are received). An amount of Rs 599 outstanding from previous years was also paid during this year.

Propaganda: Sri C Ranganatha Aiyengar, M. A., L. T., our Honorary Publicity Officer, has been doing very good work as usual. The Board express their thanks to Sri. C. R. Aiyengar for the services rendered by him in the cause of the Fund and the Profession.

The Directors offer their thanks to the Members of the Fund for the hearty co-operation and to the Field Workers and the members of the Office Staff for their excellent work.

Madras,
14th March, 1949.

By order of the Board
M. S. SABHESAN
(President)

V. B. MURTHI
(Secretary)

PROGRESS OF THE FUND

Details	1943	1944	1945	1946	1947	1948
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total Assets	2,91,000	3,24,000	3,73,000	4,37,000	5,12,750	6,02,304
Life Insurance Fund	2,79,745	3,14,191	3,61,744	4,23,297	4,99,691	5,85,971
Assured Amount	7,63,000	9,22,000	11,00,000	12,50,000	15,20,000	18,00,000
Premium Income:—						
1st year	4,699	10,284	11,264	13,882	17,500	19,003
Renewal	31,343	34,462	41,924	50,569	61,882	75,005
No. of Policies	1,581	1,832	2,088	2,343	2,767	3,036
No. of Units	3,052	3,685	4,295	4,946	6,036	6,835

THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING

NOTICE

The General Body Meeting of the South India Teachers' Union will be held at 10 a.m. on Thursday the 12th May 1949 at the Conference Hall, Kurnool,

1. to consider and adopt the annual report,
2. to elect office-bearers for 1949-50,
3. to consider the amendments to the Rules of the Union, (given below) and,
4. to transact any other business that the Executive may bring.

Members are requested to attend.

V. ARUNAJATAI,
Secretary.

Madras, G. KRISHNAMURTHI,
1st April 1949. *Jt. Secretary.*

AMENDMENTS TO THE RULES

Substitute the following for the existing clauses in Rule 3:—

Clause I. Affiliation Fee

(a) District Teachers' Guild:—

The affiliation fee of a District Teachers' Guild shall be made up as hereunder:—

(i) Subject to a minimum of Rs. 25 and a maximum of Rs. 100, an amount calculated at the rate of two annas per member on the rolls of its affiliated associations other than Taluk or Municipal or Range Elementary Teachers' Unions, as on the 30th June of the year preceding;

(ii) a sum calculated at the rate of Rs. 3/- per Taluk or Municipal or Range Teachers' Union affiliated to it; and

(iii) a sum calculated at annas two per individual member on its rolls on the previous official year.

(b) Associations not attached to any school and considered as a Provincial Association:—

The affiliation fee of an association considered as a Provincial Association

shall, subject to a minimum of Rs. 50/- and a maximum of Rs. 100/-, be an amount calculated at annas four per member on its rolls as on the 30th June of the year preceding:

(c) Teachers' Associations attached to schools or colleges in areas where there are no District Guilds:—

The affiliation fee for an association attached to any school or college in areas where there are no District Teachers' Guilds shall be an amount calculated at the rate of four annas per member on the maximum strength in the preceding year subject to a minimum of Rs. 5/-.

Clause II. Subscription:

The annual subscription for individual Members of the S. I. T. U. shall be as under:—

(a) Teachers in Elementary Schools—Annas Eight per member.

(b) Teachers in other schools:

(i) Graduates—Rupees Two per member.

(ii) Non-Graduates—Rupee One per member.

(c) Retired Teachers—Rupee One per member.

(d) Non-Teachers—Rupees Five per member.

Note.—The Madras Teachers' Guild shall, for the purpose of reckoning its affiliation fee, be considered as a Guild with associations affiliated to it.

Notice of amendments to the rule of the S. I. T. U. given by the Secretary, Teachers' Association, Board High School, Cheyyar:—

1. Rule 5: Office-Bearers Etc:—

Add the following after the words "Concerned Provincial Association" in line 6 of the rule:—

"and three others from the ranks of non-graduate teachers to be nominated by the President".

2. Rule 5: Powers of the Executive Board:— following as clauses 6 and 7:—

Add the following after the words "It shall have power to":—

"appoint paid servants of the Union".

3. Rule 5: Powers of the Working Committee:—

Add the following to clause 5:—

"subject to the approval of the Executive Board".

4. Rule 5: Duties of the Secretary and the Joint Secretary:—

Delete the first sentence and add the

Clause 6:—"To prepare a report of the work of the Union during the year together with a financial statement based on the audited accounts for the consideration of the Executive Board and edit a report of the full proceedings of the annual conference for distribution among the associations".

Clause 7:—"To prepare an annual budget for the consideration and approval of the Executive Board".

THE XXXIX MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, KURNOOL—MAY 1949

PROGRAMME

Tuesday		
10th May 1949	4-30 p.m.	Procession.
	4-45 to 5 p.m.	Hoisting the National Flag.
	5 p.m. to 7-30 p.m.	Opening of the Conference.
		Welcome Address by Chairman, Reception Committee.
		Presidential Address.
	9-30 p.m.	Subjects Committee meeting.
Wednesday		
11th May 1949	7-30 to 10 a.m.	Conference.
		Opening of the Educational Exhibition.
		Discussion of 'School Activities'.
		Resolutions.
	4 p.m.	S.I.T.U. Protection Fund General Body meeting.
	5 p.m.	Conference: Discussion and Resolutions (contd)
	9-30 p.m.	Entertainment.
Thursday		
12th May 1949	7-30 a.m.	Conference.
	10 a.m.	S.I.T.U. General Body meeting.
	4-30 to 8 p.m.	Conference—Concluding session.
	8-30 p.m.	Conference Feast.

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THE XXXIX MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, KURNOOL, MAY 1949

Resolutions for the Subjects Committee

1. This Conference draws the attention of the public and the Government to the need for reorganising the courses of studies for the Training of Teachers and urges the Government to take immediate steps in the matter by providing for the study of the principles of Basic Education, for a course of Citizenship Training and for including a course in Indian Educational thought.

2. This Conference urges upon Government to liberalise the basis of grant to aided Training Schools and Colleges.

3. This Conference requests the Government to adopt the recommendations of the Central Pay Commission in regard to scales of salaries, age of retirement, provident fund, bonus, dearness allowance and other benefits.

4. This Conference resolves that the scales of salaries of Hindi Pandits be fixed on a par with those of Pandits of other Oriental Languages, taking into account their qualification.

5. (a) This Conference reiterates the resolution passed at the Tiruchirapalli Conference that the Government be pleased to permit the Madura District Board to grant with retrospective effect from the date of its discontinuance, hill allowance to teachers in Kodaikanal and to increase the rate in proportion to the revised pay.

(b) This Conference requests that house rent allowance be granted to all teachers.

(c) This Conference regrets to note that many managements of aided elementary schools have not been able to pay their share of Rs. 5 towards the salaries of their teachers. It therefore requests Government to order the payment from Provincial Funds.

6. This Conference resolves that the Provident Fund bonus be raised from 1/16 to 1/12 of the salaries of teachers.

7. This Conference reiterates the resolution passed in previous conferences that the Government should provide for the free education of children of teachers of all grades in all schools under all agencies.

8. This Conference resolves that all development programmes with reference to social education and rural welfare be entrusted to teachers' associations, as teachers are best fitted to undertake the task.

9. This Conference resolves that a Bureau of Experiments and Research be established with a view to studying the many educational problems and determining the principles of vocational guidance.

10. This Conference welcomes the scheme of reorganisation of secondary education and with a view to making it a success it urges that refresher courses in the various subjects of study be immediately started in important centres in each district so as to enable all teachers to understand the scope and content of the scheme properly and work it out successfully. It further requests the authorities to make adequate provi-

sion for the study of the regional, national and classical languages.

11. This Conference requests the Government to treat the period of training of any kind needed by teachers under all agencies in connection with schemes of reorganisation of studies as period of service on other duty with eligibility for full pay and dearness allowance, besides travelling allowance and daily allowance in case of training out of headquarters.

12. This Conference requests the Government to constitute a Statutory Provincial Board of Education and give adequate representation on it to the members of the teaching profession through the S.I.T.U. and similar teachers' organisations in the province.

13. This Conference is of opinion that in the interests of efficient educa-

tion, the strength of a class in charge of a teacher be restricted to 35.

14. This Conference welcomes the proposal for allocations of funds from the Centre to the Provinces towards the spread of Basic Education, as it would be a great stimulus for the provinces in going forward with their programmes, but is of opinion that such grants should not in any way restrict the autonomy of the province.

N.B.—*Delegates desirous of moving amendments to these resolutions should notify the Secretary, Reception Committee, 39th Provincial Educational Conference, Municipal High School, Kurnool, on or before the 5th May, giving the text of the amendment proposed in the proper form.*

(Continued from page 168)

The Children's Art and Book Week

The Children's Art and Book Week organised and conducted by the South India Teachers' Union from the 12th to 17th March 1949 in the Madras Christian College High School may be said to be a success. The Children's Art section contained very valuable exhibits and the arrangement of juvenile literature was excellent considering that this was the first time a week of the kind was ventured to be held. Apart from the exhibition, meetings were held in the evenings at which lectures on certain aspects of book production, library organisation and Art in life were delivered by prominent persons. Children from different schools in the city witnessed the exhibition and even had opportunities to use the books. Over 6000 students from nearly 35 schools of the city visited the Exhibition. As a corollary to this a questionnaire is being issued to schools to ascertain

the reading habit and tastes of children. It is hoped that a permanent organisation in collaboration with the S.I.T.U. will be set up to take charge of this very useful institution and make it going every year. May we suggest that a Children's Book Council be formed for advice on the production of Children's books in the Indian languages which are so badly wanted today? Another suggestion we would venture to make, and that is, to institute mobile Children's Library which would take the books to the very doors of schools by rotation and even service the mofussil areas on requisition. Now that the Library Act has come into force, something should be done in this direction to interest the children in the schools of this province in book reading. We are happy to learn that the government have made arrangements for adding to the Connemara Public Library a set of children's books published in England, America and other countries.

THE XXXIX MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, KURNOOL 1949

LIST OF DELEGATES

ANANTAPUR

London Mission High School, Gooty

- 1 Mr. V. Koprasachar
- 2 „ G. Christopher
- 3 „ A. Yesudas Neal
- 4 „ C. Ramakrishna Rao
- 5 „ G. D. Cyprian
- 6 „ C. T. Neal
- 7 „ N. Solomon
- 8 „ K. Krishnamurthi Rao
- 9 „ Y. Seeniah Jacob
- 10 „ V. Venkataramiah
- 11 „ K. Jayadeva Sarma
- 12 „ Yesudas Peter

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- 14 „ S. Azan Khan
- 15 „ T. R. Krishnayya

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- 17 „ James D. Isaac
- 18 „ C. A. Samuel

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- 20 „ S. Sivaramakrishna Avadhani

Board High School, Cheyyar

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Town Middle School, Arni

- 22 Mr. N. Venkatasubramanian
- 23 „ S. Srinivasachar

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- 25 „ A. Benjamin

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Theosophical College, Madanapalle

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Sherman Girls' High School, Chittoor

- 27 Mr. K. Natesa Iyer

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Municipal High School, Coimbatore

- 28 Mr. K. R. Sadasivam Pillai

K. S. High School, Cheennimalai

- 29 Mr. K. Gopalaswamy

S. S. V. High School, Kodumudi

- 30 Mr. V. S. Venkatesa Iyer

KISTNA

Board High School, Edupugallu

- 31 Mr. A. Satyanarayana

KURNOOL

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- 33 „ N. K. Venkata Rao
- 34 „ M. D. Venkatasubbiah
- 35 „ C. Venkata Reddi
- 36 „ P. Ramakotiswara Rao
- 37 „ D. Raghavendra Rao
- 38 „ V. Chenchal Rao
- 39 „ D. Ramachandra Reddy
- 40 „ J. Veerabhadraiah
- 41 „ N. V. Ramana Rao
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 88 ...
 89 ...

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THOUGHTS ON CURRENT EVENTS

'THINKER'

Self-Help

The Masters' Association of the Hindu High School, Triplicane, is a well-organised body and has recently gone one step further in constituting a benevolent fund for relief of distressed teachers and their families. The strength of the Association is about 110 and something like an endowment of Rs. 10,000 will be required if the Fund is to be of any real and substantial benefit to the needy teacher or his family. Of course, every teacher contributes to Provident Fund and perhaps subscribes to an insurance policy in the S. I. T. U. Protection Fund or in any other insurance scheme. These are long range provisions solely intended as retirement provision to himself and his family and should not be drawn up on by way of loans as and when need arises. In this country we have not yet evolved a comprehensive social security scheme, which will cover cases of sickness, unemployment and other contingencies. I suggest that the S. I. T. U. Protection Fund should take this up in its expansion plan, in addition to its providing long range relief. But till then teachers should help themselves by their own organisation and co-operation. Cases are not infrequent of teachers dying in harness and their colleagues had to go about begging even for funeral expenses, especially when the family was left in utter financial distress.

The Hindu High School Masters' Association recently staged a drama and realised an amount of Rs. 1,100 which will be the nucleus of a Benevolent Fund. I hope that by annual efforts like this and in other ways the association will be able to put by an amount of at least Rs. 10,000 in the course of ten years and certainly the enthusiasm in this direction will, I hope, not be allowed to abate with the passage of time. The Madras Teachers' Guild has a Benevolent Fund which is very small and realising the inadequacy

of the help likely to be obtained from it, the teachers of the Hindu High School who are also members of the Guild have taken this wise step. May their efforts be crowned with success!

What matters most?

Presiding over the 23rd anniversary of the Masters' Association of the Hindu Theological High School, Madras, Sri G. Narayanaswamy Iyer, retired Headmaster and a veteran educationist, delivered his valedictory address. The speech was full of interesting personal experiences which threw light on how present-day teachers should conduct themselves and shape the character of the pupils who are to be the future citizens of the country. Certain remarks of the speaker would convey the impression that he opposed any change from orthodox methods. He had some objections to bobbing of hair and short skirts for women and similar changes in the external habits of our young men. I do not think that for all the changes that have taken place in the methods of hair dressing and other sartorial fashions the pupils of this high school have deteriorated. On the other hand they are keeping up the best traditions of the high school that is, the ideal of service and character. Changes in external modes of life are inevitable due to the necessities of the times, but in the realm of mind and spirit the best is retained or is sought to be retained. Society is ever changing and our habits and ideas should suit themselves to changing society. Teachers have a great responsibility in this regard. They should set an example and even preach for the abolition of all those undesirable practices that have hampered our social progress in the name of religion. I do believe that a real teacher if he is also a good thinker, should be a reformer. We should see that what matters most is the realm of mind and spirit and not physical appearance.

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EDITORIAL

Sri T. S. Avinashilingam Chettiar

Once again our Province has had a change in the ministry. Sri T. S. Avinashilingam Chettiar, who was holding the portfolio of Education ever since the Congress assumed office in 1946, is no longer in the cabinet. Whatever may be the causes that contributed to his exit from the cabinet no one will deny his ardent enthusiasm for reshaping our educational system to be more in accord with our national needs. He is an idealist and with the zeal of idealism he hastened to put into practice his plans. He realised quite early that success of any scheme of Education depended ultimately upon the teacher and so he did everything he could possibly do to improve the scales of salaries and service conditions of the teachers. He did his utmost to enthuse teachers in their work and to hold before them high ideals. He impressed upon the public the need to recognise the importance of the role of the teacher and to respect the teachers.

We take this opportunity of expressing our appreciation of his valuable services to the cause of teachers and of Education.

The Late A. Sundaresa Aiyer

We deeply regret to record here the great loss sustained by the Teaching Profession and the South India Teachers' Union in the premature demise of Sri A. Sundaresa Aiyer, an account of whose life by one who intimately knew him is published elsewhere in this issue. A. Sundaresa Aiyer was associated with the S.I.T.U. for over 32 years, almost the full period of his service as teacher and has contributed not a little to the work of the Union. He was an active and dynamic personality and was a dominant figure in educational gatherings. He was a bold critic and offered construc-

tive suggestions both for the advancement of education and of the teaching profession. He regularly attended the annual provincial educational conferences, but alas, this year it is



decreed by providence that Kurnool shall not have him and the benefit of his forensic skill. Mr. Sundaresa Aiyer was not a mere teacher. He was a keen social worker and a politician too. He showed by example how a good teacher could also contribute to public life by actually associating himself in its social and political fields. We offer our condolences to the members of the bereaved family.

(Continued on Page 161)